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THE NORTH CAROLINA TEACHER.

VOL. XI. RALEIGH, SEPTEMBER, 1893. NO. 1.

EUGENE G. HARRELL. - - - - Editor.

A CHILD'S LAUGHTER.

BY A. C. SWINBURNE.

All the bells of heaven may ring,
All the birds of heaven may sing,
All the wells on earth may spring,
All the winds on earth may bring
 All sweet sounds together;
Sweeter far than all things heard,
Hand of harper, tone of bird,
Sound of woods at sundawn stirred,
Welling water's winsome word,
 Wind in warm wan weather.

One thing yet there is that none
Hearing ere its chime be done
Knows not well the sweetest one
Heard of men beneath the sun,
 Hoped in heaven hereafter;
Soft and strong and loud and light,
Very sound of very light
Heard from morning's rosiest height,
When the soul of all delight
 Fills a child's clear laughter.

Golden bells of welcome rolled
Never forth such notes, nor told
Hours so blythe in tones so bold,
As the radiant mouth of gold
 Here that rings forth heaven.

If the gold-crested wren
Were a nightingale—why, then,
Something seen and heard of men
Might be half as sweet as when
Laughs a child of seven.

[FOR THE NORTH CAROLINA TEACHER.]

THE GOSPEL OF REST.

BY THE AUTHOR OF "PRESTON PAPERS."

We are about to enter the blessed haven prepared for overworked teachers—vacation; and it should refresh and invigorate us for the coming year's strain, for there *is* a "wear and tear" in teaching that comes to no other work with the same intensity.

Oh, yes, *I know* there are those whose "work will never wear them out". even in our ranks, as well as elsewhere; but I am not writing for the drones, nor for the careless, nor even for the indifferent just now (when I do I shall use dynamite!) but for the conscientious multitude of those who *have* felt their work a little "heavy" because of its moral responsibility; who have entered the threshold every morning with fear and trembling lest they should by unconscious word or deed give undesirable shape to the half-formed "thought material" before them, a possible downward trend to some life that should lead upward; who close the door at night feeling that

"Labor with what zeal we will
Something still remains undone."

To these I say *rest* all through the beautiful summer. Stay out of doors all that is possible, drinking in ozone with breath deep and long. Never mind if the sun does paint your cheek with a "common, vulgar red" that will later become a beautiful brown. It's not poison.

Live as easily and simply as possible. Keep away from excitement, except a week or two at the World's Fair, which will do you as much good as a term at college. Let yourself down (*up*) into a state of general relaxation and enjoyment. *Sleep* as much as you can.

Now all this does *not* mean idleness, necessarily. Change is rest; and if your mental faculties *have* done more than your physical (if they have *not*, please "skip" this entire article—"I'll see you later"), keep your mental in the background now, while you wash dishes, saw wood, sew, cook, fish, go boating, tramping, anything and everything that is diametrically opposite your ordinary occupation.

And *be sure* to make some one happy every day. There are aged and infirm people to whom you can bring a bit of gladness, and be better for it yourself; many sick, of whom, while caring for, you can learn a practical lesson in the patience that your work demands (and which, dear reader, you *are* prone to forget). As of old, "The poor ye have always with you," and in doing something to help their present necessities, or to instil the principles of a "better way," your heart will be enlarged, and sweet Charity become a greater part of your nature. The wretched can be made to "look up" while you help "lift up," and your own life will take on an added grace for each day's vacation in so doing.

Try it, and report to your home educational journal next September.

NONSENSE TEACHING.

BY MISS ELLIE DUNLAP, ATLANTA, GEORGIA.

The New Education, in its over-elaboration and malpractice, often brings a negative factor into the teacher's work. The unqualified acceptance, with many teachers, of new methods, theories, and practice threatens us to-day,

with more distortions and monstrosities in the mental world of childhood and youth than anything else before us. Such indisputable principles as, "Ideas first, then words"—"Use objects to get thoughts"—"Things before words"—"Create a need for a term before using it"—"Never tell a child anything he can find out for himself"—are wafted to the teacher by the breezes of New Education, and he breathes them all in without sanitary inspection, and expects to develop sound flesh, strong muscles, and wholesome blood throughout the whole body of his work. Shoe-pegs, beans, corn, charts, globes, moulding-boards, and everything that can serve as an aid to sense development, hold lordly sway.

No more memorizing, no more individual interpretation on the part of the child of puzzling meanings. Everything must be developed by the teacher. He becomes a huge machine that tucks, ruffles, and embroiders the children after the same patterns, and with very little more volition on the part of the children than the real cloth under the foot of the real machine. How developing that object method which leads a child to see that a horse has four legs, one on each corner, and a tail in the middle behind.

How instructive that method that must have two animated, interesting exercises of thirty minutes each, to develop the word *man*! How much more lasting on the child's mind the result obtained by the tweedledum method of $6-3=3$ overthrowing and conquering the tweedledee method of 3 from 6 leaves 3. Charlie shows the amount of learning in such cases when interrogated as follows: "What are you studying, Charlie?" "Aint studding nothing," he said. "What! don't you learn anything at school?" "Oh, yes, learn what I allers knowed." Methods may come and methods may go, but the sterling principles of education go on forever. Many excellent principles that have come down to us as the wisdom of sages are thrown overboard from the vessel, Method on the Sea of New Educa-

tion. Because a thing is new, it is not necessarily wise, and the gospel of New Education cannot be accepted as a whole. The teacher who does this at the expense of common sense and judgment is as retarding in the school-room as the shelf-laid "old foggy." There is safe ground between the sugar-coated method of the New Education and the oil and turpentine theories of the old. "Prove all things; hold fast that which is good." The true teacher's aim is to strengthen mind and character; retention, assimilation largely accomplish this. It is said "that a grand and noble end will wisely control all means to it." John Stuart Mill says: "When the principle of making easy and interesting is pushed to the length of not requiring pupils to *learn* anything, one of the chief objects of education is sacrificed." He also says: "The New Education, it seems to me, is training up a race of men who will be incapable of doing anything which is disagreeable to them."

THE TOUCHSTONE OF LIFE.

A recent newspaper paragraph began with this sentence: "Low spirits are a common excuse for a great deal of selfishness." At once one wants to transpose this and make it read: "Selfishness is the cause of low spirits." It is simply impossible for an unselfish nature to be troubled with melancholia unless it be caused by a diseased liver. The man or woman who suffers from "low spirits" is diseased either in body or soul, and would better look to it that the disease does not become chronic.

The selfish person is self-centered. He is so interested in his own feelings, moods, personal affairs, that he cannot see the mountains of his neighbor's woes for looking at his own molehills. No man can have a perspective who does not look beyond his own dooryard. And to fill his

time so that he has the sense of usefulness he must have a dooryard so wide that it calls for the service of his neighbors to keep it in order, and his time as overseer of that service; when it reaches this proportion he is forced to become interested in taxes, tariff, and the condition and balance of trade. Low spirits, then, depend on how the decision of these public questions affects his private interest. Unselfishness is the key that unlocks the door to happiness, and puts one in possession of those riches which even death cannot remove.

After all, the secret of true living is not in possession but in disbursement. Whether the accumulations are of mind, purse, or other possessions, man lives as he shares. He exists in proportion as his possessions stand between him and his neighbor. Isolation, whether caused by wealth or poverty, prevents the birth or expression of sympathy, and sympathy keeps man so in touch with his neighbor that there is no time, except in illness, for the inertia that causes low spirits. Sympathy is the safeguard of the human soul against selfishness.

ESTIMATING DISTANCES.

Can your pupils estimate distances with any degree of correctness? Pupils who live in the next block to the school-house have told me very gravely that they lived half a mile away. It is a matter of much practical importance that they shall be able to estimate distances with a fair degree of correctness.

Suppose you ask your pupils to-morrow morning to tell how far it is from their homes to the school building; let each one tell. Then ask if there is any way of finding out. Some will remember having seen men "pace off" a lot or

a room. Have them count the number of steps between the school and their house when they go home at noon. Next, each must know the average length of his steps. By walking on soft ground and measuring the space between foot-prints this can be found. Now they can determine the exact number of feet, which should be reduced to fractions of a mile. This will give each one a unit of measurement with which to determine other distances.—*Intelligence.*

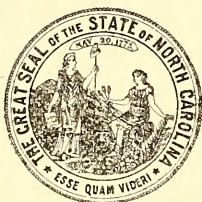
THE SCOLDING TEACHER.

The scolding teacher can cure himself in one way only. He can *not* do this by keeping his tongue still, since that most important of human organs must be active and ought to be probably. Let the tongue wag, but cure it by substitution. When scolding words have a tendency to force themselves out, overcome this by substituting words of praise. Scolding represses the youthful mind, praise invigorates and strengthens it. Scolding is as a heavy frost that brings on wither and decay; praise is the cup of cold water to the wearied traveler that refreshes and restores him.

Scolding is weakness—lack of self-control. The pupils know this in every instance. Further, there is no more pleasant, healthful shock for a class when they are expecting certain pupils to be scolded than to hear the better pupils praised. This stroke of thoughtfulness will oftentimes reach refractory or lazy pupils more effectively than a direct reprimand. When scolding is frequent it invariably becomes tiresome and commonplace, and pupils will without exception become callous to it and heed it with little attention. As frost kills the premature buds and keeps back the others, so scolding kills the tender and represses the better impulses.

Praise may also become wearisome if stupidly administered, but it requires more wit and self-control to manage it than scolding. Every one can scold—few can praise. In short, if error there must be, let it be on the side of too much praise rather than of too much scolding. Let us be found occasionally taking a thoroughly enjoyable and enjoying look over our room into faces of our pupils and feel running through us a thrill of real joy and thanksgiving that we are placed over such good, bright children.—*C. E. Phenix, in Indiana School Journal.*

ABOUT OUR NORMAL AND INDUSTRIAL SCHOOL.



OFFICE OF

SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, June 15, 1893.

Colonel E. G. Harvell,

Editor North Carolina Teacher,

Raleigh, N. C.

At the request of the Board of Directors of "The Normal and Industrial School" I enclose you copy of preamble and resolutions passed at the session of the Board at Greensboro, N. C., on May 25, 1893, and ask you to publish same in THE TEACHER.

Very truly yours,

JOHN C. SCARBOROUGH,

President Board of Directors.

WHEREAS, certain intimations have, from time to time, been made in THE NORTH CAROLINA TEACHER and by "Observer" in the *Biblical Recorder* of May 10, 1893, against the financial management of the Normal and Industrial School; therefore be it

Resolved, First. That the unanimous report of the Auditing Committee, composed of B. F. Aycok, R. D. Gilmer and M. C. S. Noble, who carefully and thoroughly examined the books and vouchers of E. J. Forney, Treasurer of the Board and Bursar of the Institution, who is unde

bond, shows that every receipt and expenditure has been accurately recorded in the books kept for the purpose, and that the expenditures were all for proper and lawful purposes.

Second. That the Board of Directors have full confidence in President McIver's desire and ability to carry out the spirit of the law as to the course of study, under the directions of the Board, and he is doing so according to our interpretation of the statute.

Third. That any intimation of dishonesty in the management of the finances of the Institution is utterly groundless and has no foundation in fact.

Fourth. That the report submitted to the General Assembly, upon which the charges of mismanagement of the finances of the school are based, was not intended to show the receipts and disbursements of the scholastic year, beginning October 5, 1892.

The said report, which was adopted December 20, 1892, at a meeting of the Board of Directors called for that purpose, was prepared when the school was about seventy days old and related to the matters affecting the erection and equipment of the buildings, and that such was the intention of this Board will appear to any one who will honestly examine the said report.

Passed by the Board of Directors at Greensboro, N. C.,
May 25, 1893.

JOHN C. SCARBOROUGH,
President Board Directors.

E. McK. GOODWIN,
Secretary Board Directors.

W. P. SHAW,

R. H. STANCELL,

M. C. S. NOBLE,

B. F. AYCOCK,

H. G. CHATHAM,

R. D. GILMER,

A. C. McALISTER.

I was prevented from attending the session of the Board of Directors on May 25, 1893. I fully endorse the above preamble and resolutions. J. M. SPAINHOUR.

[With pleasure we publish in this number the "Preamble and Resolutions" adopted by the Board of Directors of the Normal and Industrial School at Greensboro May 25, 1893. We regret that the communication did not reach us until June 16, it being too late to appear in the current number of THE TEACHER, which came from press on June 14. We have no comments to make upon the resolutions except to say that THE TEACHER has never intended to intimate *dishonesty* in regard to the management of the school, but our criticism was that the so-called "Report" was deceptive and incomplete, and this statement was clearly evident on examination. The law requires a full report of "the operations of the school" to be made to the General Assembly; the Directors said, on page 3 of their report, that it was "*complete*," and, of course, the public had to judge it as such.—EDITOR.]

[FOR THE NORTH CAROLINA TEACHER.]

TO THE TEACHERS OF NORTH CAROLINA.

A LETTER FROM PROFESSOR E. A. ALDERMAN.

CHAPEL HILL, N. C., July 26, 1893.

In the past ten years there has been a revolution in public sentiment in North Carolina regarding the training of the teachers and the importance of the teacher's office. Many young men of real force and worth have been influenced by this awakening public sentiment to choose teaching deliberately as their profession, not only because of the opportunity afforded them for usefulness in the State,

but also for larger professional achievements and advancement. These young men, it is not too much to say, are greatly influencing educational policy in all the centers of activity in the State; and the number of intellectual young men who are electing to become teachers is daily increasing. Along with this awakening, in regard to the dignity of the teacher's work, has grown the thought that special professional training is needed for so difficult and delicate a business as conducting the intellectual life of the youth of the State. North Carolina now fully recognizes and demands that the teachers of her youth shall not only know the subject-matter to be taught, but also the nature of the individual to be taught and rational methods of presenting subjects of knowledge to the learning mind.

The University, therefore, having knowledge of the desire of so many strong young men to enter the profession of teaching, and appreciating the fact that the State stands in need of trained talents for the control and development of her growing public and private school interests, and should not be forced to send abroad for men to conduct and organize her educational institutions, has established courses in academic and professional instruction for the benefit of young men proposing to teach or of young men, having taught, feel the need of more scientific and definite training for their difficult work.

It is earnestly desired to make this department a sympathetic and stimulating bond of union and helpfulness between the public schools and the University, the logical head of the whole. It is earnestly desired, further, that the work of this department shall create and quicken interest in educational problems among teachers, parents and school officers throughout the State, and shall provoke helpful and healthful discussion on questions of educational policy among all classes of thoughtful people.

Professional courses of instruction are offered, embracing the following subjects:

Course I. The History of Education.

Course II. The Principles of Education.

Course III. Educational Criticisms.

Course IV. Educational Civics.

Each course will require three hours a week of recitations and lectures.

It is not intended to spend much time in methodology or in urging upon the student devices and details, though the accepted theories of education will be illustrated by using them to present the subjects commonly taught in the schools. It is believed that the teacher will be able to choose or originate such practical methods as are best adapted to his peculiar needs when once he has understood something of the theory of education, of the history of its growth and the critical literature bearing upon it, and has thus gained a clear point of view and made for himself a safe and durable basis of action. The history of education and the critical history of its development make possible a theory of education of some definite value. They show the different ideals of manhood and womanhood that have obtained among the nation, and they exhibit the educational processes that have been devised in all ages and countries to reach those ideals through a system of training of the youth. They present the different principles and methods which have prevailed in all lands and the results achieved. They necessitate an inquiry into the political, social and religious conditions which have determined the peculiar forms of education. They enable us to know and avoid the follies and frauds of the past. They introduce us to the company of thinkers from Plato to Spencer, who have made the culture of youth the subject of patient, loving thought. They impress the student with a sober sense of the great part played in the life of his time by the schoolmaster. They furnish, in a sense, a sort of philosophy of history; for a national education is at once

a course and effect of national character, and the history of education affords a ready and satisfactory key to the history of the race. They broaden the range of our views, spare us the cost of repeating experiments, inspire us with zeal by familiarizing us with the examples of illustrious teachers, and show what is correct in principle and valuable in method in our present systems.

Besides this professional instruction the University also offers special courses in academic work. These courses are intended to furnish that broad basis of general culture which is indispensable to the truly great teacher. These courses are—

- I. In Language and Literature (12 courses).
- II. In Mathematics (4 courses).
- III. In Science (6 courses).
- IV. In History and Philosophy (6 courses).
- V. In Civics (3 courses).

These special academic courses are primarily for young men whose stay at the University is to be limited and who have teaching immediately in view. They are intended to be flexible in their scope, varying with the attainments of the student—the general idea being to enable him to acquire such knowledge of the groundwork of these subjects as form part of a modern liberal education, and to get such training as will enable him to enter upon the work of the teacher and upon the intellectual life with knowledge of books and with trained habits of thought.

The various members of the Faculty will from time to time discuss the place their subjects hold in a course of liberal study, the use and abuse of text-books, methods of teaching that have stood the test of the class-room, etc.

The Library with its 35,000 volumes will be available at all times. These courses are offered in the hope that young men intending to teach will come prepared to spend a year or more in their prosecution. The best results can be obtained in no other way.

THE TEACHER'S WORLD'S FAIR PARTY.

The editor of THE NORTH CAROLINA TEACHER took a party of two hundred and eighty-eight teachers and their friends to the World's Fair August 1 to 11. An elegant vestibule train was provided for the entire trip, and the total necessary expenses did not exceed \$39, while about \$12 provided amply for extra expenses.

Notwithstanding the unusual difficulty which we and everybody else experienced in realizing currency upon certified checks in Chicago to promptly meet necessary expenses, the details of the trip were successfully carried out for the pleasure and satisfaction of the party.

It is to be expected that in every large number of people there will be a few chronic "kickers" whom nothing will please, or was ever known to please, and of course our party could not be an exception to so general a rule. Some people never read a contract to see what is expected of each party thereto, and such persons are very quick to demand unreasonable things which were never thought of or in any way contemplated. While a few of these persons by some means got into our World's Fair party, it is a pleasure to say that none of them are teachers.

The violence and persistence of the attacks made on us by certain parties in the State is our excuse for making this plain statement of facts:

There were two grounds of complaint in regard to our management of the teachers' World's Fair trip—

1. Some members of the party failed to secure sleeping-car and other accommodations on the route. This was due to the fact that a large number of persons joined the party on the day of departure, without previous notice, thus swelling its number beyond our power to provide accommodations. It was perhaps an error to permit them to join without previous notice, and we frankly confess it.

2. We had received money in advance to pay certain bills in Chicago for members of the party; but on reaching Chicago we were unable to pay these bills in advance, because we had deposited the funds in banks in Raleigh and New Bern, to be drawn by certified checks while in Chicago, as needed. To our surprise, neither our checks or of others were accepted in Chicago owing to the financial stringency, and we then asked the parties who had paid us to advance money for their bills until we could get currency from Raleigh in the shortest possible time—which they did. As fast as possible we have refunded all these advances, and every member of the party is now repaid in full. It has required time to ascertain the amounts due each one, and we have been very busy with a great variety of work connected with our official duties and our ordinary affairs.

This statement will, we hope, explain the matter to people who are willing to do justice. Like all men who serve the public without profit, we have some enemies and rivals who have gladly seized this opportunity to distort our conduct and slander our character. They are deriving evident satisfaction from their own malicious performance, and we assure them they are welcome to enjoy their dirty occupation. The contract which we made with all members of the party (in circular July 10th) was to furnish for \$39 the following: *A round-trip ticket to Chicago; one week's board and lodging at Chautauqua Encampment grounds; four admissions to Fair; twenty street-car tickets; through special train each way, and pay all expenses of getting up the trip.* For those who preferred to go to a hotel the extra expense was only \$4.50 for seven days, instead of \$7 to \$10 as was first advertised. All the details and conditions of this contract have been faithfully complied with by us, and every member of the party who advanced money temporarily to pay for board, Fair tickets or car fares has been reimbursed in full, and not a person can say anything to the contrary.

We advertised by circular that about \$11 would pay for meals on the route, sleeping-car berths and other incidental expenses, and these expenses did not amount to even so much as was estimated. Many of the party, as was advised, took lunch for the journey and were thus saved the expense of meals while traveling.

We have received nearly a hundred most pleasant and friendly letters from members of the party in regard to their satisfaction with their visit to the World's Fair, and, to show the utter absurdity of some statements which have been made by certain vindictive newspapers and their persuaded correspondents, we take the liberty of publishing a few of the unsolicited letters even without asking permission of the writers:

I thank you for my pleasant and profitable trip to the World's Fair.

(Miss) LIZZIE THAGARD.

Manly, N. C., August 14, 1893.

As a member of the North Carolina Teachers' World's Fair Party, my thanks are due you for the very efficient and satisfactory manner in which you conducted the trip.

(Miss) M. E. COCHRAN.

Norwood, N. C., August 18, 1893.

ABERDEEN, N. C., August 17, 1893.

Colonel E. G. Harrell, Raleigh, N. C.:

DEAR SIR: I turned over \$10.30, one-half of the amount you sent me, to Miss Bradshaw, and enclose herein my check for \$3. You paid my Fair and street car tickets in Chicago, and all that I felt was due from you was the \$6 for board. I merely preferred taking the train at Greensboro, and expected no difference in the ticket, and would have been perfectly willing to pay for it on a Raleigh basis.

I was glad to see your statement in yesterday's *Chronicle*. It is to be hoped that the members of your party who did not have enough business ability to appreciate the situation before can do so now. We thank you again for courtesies extended during our most enjoyable trip.

Very truly, (Miss) CORNELIA SHAW.

(Miss) OLLIE BRADSHAW.

NEW BERN, N. C., August 15, 1893.

Mr. Harrell.

DEAR SIR: Your check has been received, and we wish to thank you for giving us such a delightful trip at so small a cost. We enjoyed the trip in every way, and you left nothing undone which would have added to our pleasure, and we feel it our duty and pleasure to thank you most sincerely for your kindness. We have taken several very pleasant trips with you, but this is the most delightful one we have ever taken.

We thank you most sincerely, and trust that in the future we may have an opportunity of showing our appreciation for your kindness.

With best wishes, (Misses) LEONA and MARIA COX.

NEW BERN, N. C., August 19, 1893.

Colonel E. G. Harrell, Raleigh, N. C.

DEAR SIR: On my return to New Bern we find your check for the amount due us, for which please accept thanks. There have been many hard things said about you relative to our trip, all of which I think are uncalled for. As for my part I am perfectly satisfied with the trip and would go again if I could spare the time.

Yours truly, E. E. PERRY.

WILMINGTON, N. C., August 22, 1893.

MR. HARRELL: Your letter and check for the full amount due me were received this morning. Many thanks for the same. I certainly did enjoy my trip to Chicago and would like to go again.

Yours respectfully, (Miss) NELLIE COOK.

MOREHEAD CITY, N. C., August 15, 1893.

Colonel E. G. Harrell.

MY DEAR SIR: Let me thank you for the courtesies shown my wife on her trip to Chicago. She, as well as her friends, are indebted to you for a delightful time. She tells me that you left nothing undone to insure all comfort, safety and happiness. Again permit me to thank you for both my wife and myself.

Very truly yours, G. W. BLACKNALL.

NORTH DANVILLE, VA., August 12, 1893.

Mr. E. G. Harrell, Raleigh, N. C.

DEAR SIR: I did not see you when I left the car yesterday, and so did not say good-bye or thank you for the pleasant trip to and from Chicago. Let me now thank you, and say it would be pleasant for me to join your proposed party to California.

Very sincerely,
(Miss) KATE P. ANDERSON.

Extract from a letter from Mrs. B. W. Flynn, Danville, Virginia, to a lady in Raleigh:

WHAT SOME MEMBERS OF COLONEL HARRELL'S PARTY SAY ABOUT THE TRIP.

We have seen a number of letters to Colonel E. G. Harrell from members of his party to Chicago, speaking of the pleasure of the trip and the very satisfactory way in which the arrangements were carried out. With pleasure we make the following extract from a letter from a lady in Danville, Virginia (Mrs. B. W. Flynn), to a lady in this city :

Our trip from the starting to our arrival at home was a most delightful one, and we have felt deeply grateful to Major Harrell for his management in securing the cheap rates and good hotel accommodation for us. He was entitled to more gratitude than he received, and at some future time I trust our little party may be so fortunate as to secure another pleasant trip under his management. Please be so kind as to bear him our message of grateful appreciation. He was true and faithful in the performance of every obligation to us, and I have been exceedingly astonished and grieved to find that unfavorable comments upon his management have found publication ; but am comforted with the fact that he is too well known in both North Carolina and Virginia to be injured by the element which seeks to malign and misrepresent him.—*News-Observer-Chronicle, August 22, 1893.*

We do not think it necessary to add more testimony to show that the malicious attacks of Roscower, Fairbrother and Sheppe, and their assistant maligners, are wholly false and without any foundation in fact. The motives which prompt this abuse may be read in the following letter received from a young lady August 25, 1893, who requested that her name be withheld for the present:

North Carolina Teacher :

I have read most of the articles in *Durham Globe* and *Southern Educator*, making violent and unwarranted attacks upon Colonel Harrell in regard to his management of the World's Fair party. It seems to me that the whole thing is an organized attempt at persecution for a purpose and by certain envious persons with some special object behind it all; and this is becoming daily more apparent to the thinking people of North Carolina. The main result of the attack has been to make for Colonel Harrell even more friends and stronger friends than he has heretofore had, and the great majority of his World's Fair party are justly indignant on account of this vindictive personal abuse.

Colonel Harrell has done more for the teachers of North Carolina and the cause of education than any other man in the State, and has enabled

the teachers to make pleasant and profitable visits to various parts of this country and Europe with convenience and at very slight expense. I know that he has arranged these trips at considerable personal cost in time, work and money. Our teachers could never have made the trips without his help. They are not ungrateful to him, and they are now unwilling to see him so grossly slandered at this late day. It is very easy to find fault, and those people who have never done a single thing for the teachers can easily say, when somebody else has rendered the service, "Why wasn't it done the other way?"

I wish to state that Colonel Harrell did not write this article, but it is written by one of his many friends who desires to see pure and simple justice done a man who certainly has the thanks of the teachers for what he has done and is doing for them, and who deserves the gratitude of the whole State for his earnest, unselfish and successful work for her educational interests. I was a member of his World's Fair party, and have been with him on other trips, and I know full well his untiring patience and labor for the comfort and pleasure of every person under his charge, his careful consideration of the wants of everybody, and his unceasing attention to every detail of his tours; and many hundred grateful teachers will bear me out in this statement, notwithstanding what some well-known grumblers may say to the contrary.

If I mistake not, Colonel Harrell was the originator of the Teachers' Assembly, and, also, with the influence of that great organization of the teachers, was one of the original and persistent advocates for the establishment of our State Normal and Industrial School for Girls, which is the educational pride of North Carolina. Surely, his honorable reputation needs no defence at my hands when it may be attacked by envious or jealous persons.

We now have nothing more to say in the matter, and are perfectly willing to rest the case with the thinking people of North Carolina.

It is, however, a significant fact that the only newspapers in all the State who could be found that were willing to do the dirty work of trying to defame our character, and seem anxious in their efforts to slander, should be edited by three persons as alien in birth to the soil of North Carolina and her interests as they are to truth and decency. Such are these self-constituted foreign missionaries who have interloped into this State and taken upon themselves to regulate morals and remedy fancied wrongs!

STRICTLY BUSINESS.

At an informal meeting of the following business men, held in Raleigh on the evening of September 2, 1893 at the request of Colonel E. G. Harrell, it was suggested that inasmuch as considerable dissatisfaction seems to exist among certain members of the party which recently visited the World's Fair under his charge, and inasmuch as it is desirable that even and exact justice shall be done each and every member of said party, as well as to Colonel Harrell, it was proposed and agreed to that the friends of Colonel Harrell shall appoint three members on a board of arbitration and award on all matters in dispute, to be composed of business men of undoubted probity, and that those dissatisfied with the management of said trip shall appoint an equal number of said board of arbitration and award.

After full notice and due time shall be given to each person who went on the trip, said board shall hold a meeting in the City of Raleigh and hear all the testimony produced. If it shall be found that Colonel Harrell is indebted to any person by reason of any money paid him on account of said trip, judgment shall be given against him and he shall be requested to make immediate payment of such sum or sums; and if it shall appear that any sum is due Colonel Harrell, that the party owing the same be requested to settle at once.

And should said board of arbitration and award be unable to agree on any question before it, that the board may proceed to elect another member, who shall have all the powers and privileges of the original members of said board.

These suggestions are made to avoid the vexatious delays of the law and to arrive at a speedy and satisfactory solution of the whole matter.

We further suggest that the necessary expenses of the members of this board of arbitrators be paid by Colonel

Harrell. If the parties shall agree to this board of arbitration, it shall be accepted in full settlement of all matters under dispute. (Signed)

W. S. PRIMROSE.

C. G. LATTA.

J. G. BROWN.

A. M. POWELL.

JOHN W. THOMPSON.

G. E. LEACH.

I cheerfully accept the plan herein suggested, and will be pleased to have the members of the board of arbitration appointed at once and names sent to me in order that a meeting may be arranged without delay.

(Signed) E. G. HARRELL.

—*News-Observer-Chronicle*, September 3, 1893.

GRACEFUL WOMEN.

"I can always spot a woman who has studied the Delsarte system of grace," observed one man to another, as the two were seated in the dining-room of a hotel. "When a Delsarte woman enters the room she doesn't walk as if she were propelled by her elbows, nor as if she were merely hung together. You realize all at once that she is a creature complete in herself. There are no dangling arms, no sharp corners, no angles anywhere. She is the embodiment of grace, and when she sits down she doesn't double up as if she were a jack-knife being put away from active duty."

And so the two men chatted on over the relative grace of women who had made a business of studying how to be graceful and those who had not.

Not far away sat a couple of people condemning any system which taught grace, and loudly proclaiming that they preferred natural rather than studied action. And as for Delsarte, they did not care for him at all, or any of his teachings.

IN THE SCHOOL-ROOM.

TOMMY'S SCHOOL.

"Geography's a nuisance, and arithmetic's a bore!"

Said Tommy, with a frown upon his face.

"I hate the sight of grammars, and my Latin makes me roar;
It's always sure to get me in disgrace.

When I'm a man," he added, as he threw his school-books
down,

"I'll have a school that boys will think is fine!

They need not know an adjective or adverb from a noun,
Nor whether Cæsar bridged the Po or Rhine.

"I don't care if they think that George the Third was
King of Spain,

When those old fogies lived so long ago.

Or if they all should answer that the Volga is in Maine.

What difference would it make, I'd like to know?

But instead of useless things, I'll teach 'em how to coast
and skate;

They all shall learn to row and sail a boat,

And how to fire a pistol, and to shoot a rifle straight,

And how to swim, and how to dive and float.

"We'll play at tennis and at cricket all the livelong day;

And then there's polo, and—Oh, yes, foot-ball;

And base-ball they shall every single one learn how to play,

For that's the most important thing of all.

I tell you," finished Thomas, "I'll have one of just that
kind;

Then all the boys, you see, will want to go.

They will not run away and say 'my school's an awful
grind,'

Or call the lessons dull and hard, I know."

—*Gertrude Morton, in May St. Nicholas.*

FORM IN WRITING LETTERS.

It is preferable, or at least permissible, in social "notes" to make a slight distinction in the form with a business communication. If you are writing to your lawyer on business, put address and date distinctly at the upper right hand of the page; if you are writing to him to thank him for a basket of flowers or to accept an invitation to drive, omit the date and put "Thursday afternoon" or "Monday" below, and at the left of your signature; and if the address is not engraved at the top of the page, that may or may not, as you choose, go below the day.

A young woman told recently, with some surprise, that she had received a letter from a gentleman who was managing an investment for her, inclosing some papers and briefly explaining them. By the same mail, under another and very different cover, but of the same date of writing, came a cordial note welcoming her back from her just finished European trip, and announcing his intention of paying his respects in person very shortly, etc. "He is an elderly gentleman of the old school," she further explained, "and delightfully formal in his courtesy."

Such formality is by no means confined to old-school disciples, and such courtesy, it may be added, never offends, even where it surprises.—*Exchange*.

DON'T WORRY.

One day at a time, conscientiously lived up to, will keep the eyes bright and the cheeks round and rosy. Don't begin to worry about things days beforehand. It will be time enough when they happen. It is the dread of what may come, not what is, that makes one old before the time. If you lie awake half the night worrying about something

that is going to occur the next morning, you will be far less able to face bravely and work out the problem than if you had made an effort and thought of something else till sleep came. It is not half as hard as it sounds, and will grow easier every time you try it. Perhaps, after all, the disaster will not befall you, or will be less awful than you anticipated, and just think what a lot of unnecessary wrinkles you have worried into your face!

Another thing, don't torment yourself about what people are going to think about this and that action. No matter what you do or leave undone, some one will criticise you severely, and the very best rule for getting through life with comparative comfort is, after you have made up your mind as to the propriety and advisability of a certain course, pursue it calmly, without paying the slightest attention to the criticisms of the lookers-on from the outside. You see, just because they are on the outside, they can only see the surface. It does not matter in the least what they think.—*Exchange*.

NINE TIMES THREE.

Three things to love—courage, gentleness and affection.

Three things to govern—temper, tongue and conduct.

Three things to think about—life, death and eternity.

Three things to fight for—honor, country and home.

Three things to hate—cruelty, arrogance and ingratitude.

Three things to delight in—frankness, freedom and beauty.

Three things to wish for—health, friends and a cheerful spirit.

Three things to avoid—idleness, loquacity and flippant jesting.

Three things to admire—intellectual power, dignity and gracefulness.—*Brandon Banner*.

A TRIP TO A FIXED STAR.

Dr. David Gill, lecturing recently on "Fixed Stars," hit upon the following adroit method to illustrate the distance to Centauri. The doctor said, as reported in the *Boston Globe*:

"We shall suppose that some wealthy directors, for want of outlet for their energy and capital, construct a railway to Centauri. We shall neglect for the present the engineering difficulties—a mere detail—and suppose them overcome and the railway open for traffic. We shall go further, and suppose that the directors have found the construction of such a railway to have been peculiarly easy, and that the proprietors of instellar space had not been exorbitant in their terms for right-of-way.

"Therefore, with a view to encourage traffic, the directors had made the fare exceedingly moderate, viz.: first class at two cents per one hundred miles. Desiring to take advantage of these facilities, a gentleman, by way of providing himself with small change for the journey, buys up the national debt of England and a few other countries, and presenting himself at the office demands a first class single to Centauri. For this he tenders in payment the scrip of the national debt of England, which just covers the cost of his ticket; but at this time the national debt from little wars had been run up from \$3,500,000,000 to \$5,500,000,000. Having taken his seat, it occurred to him to ask, "At what rate do you travel?" "Sixty miles an hour, sir, including stoppages," is the answer. "Then when shall we reach Centauri?" "In 48,663,000 years, sir."

THE BASEST of all human characteristics is ingratitude. The person who fails to appreciate a kindness is justly entitled to the scorn of all people.

TO DEVELOP THE CHEST.

An eminent physician has said that if the following three simple movements are executed vigorously every day for twenty minutes the effect in a year's time will be very apparent. Before going down to breakfast open wide the window and for ten minutes go through the following exercises: First, stand perfectly straight, with heels together, and inflate the lungs with the pure morning air, drawing in the breath while fifteen is being counted, and expelling it in the same way; repeat this eight or ten times. Then bring the arms forward at full length with the palms together, and then throw them vigorously back, trying to touch the backs; at first it will seem impossible, but after a few days' practice it can be done.

Do this from twenty-five to fifty times. Then raise the arms above the head to the utmost, with the palms outward; and then lean slowly forward, keeping the knees perfectly straight, and try to touch the ground with the fingers. This, too, requires practice at first, but can be done after awhile. Then raise the arms gradually to the first position, and repeat the movement twenty-five to fifty times. At night go through the same movements. This simple little exercise, if persisted in, will prove to be of incalculable benefit.

EVERY MOMENT you now lose, is so much character and advantage lost; as, on the other hand, every moment you now employ usefully, is so much time wisely laid out, at prodigious interest.—*Lord Chesterfield*.

DO NOT TRY to serve the public unless you are willing to have many enemies.

North Carolina Teachers' Assembly.

ORGANIZATION 1893-'94.

F. P. HOBGOOD (Oxford Female Seminary), President, Oxford.
M. C. S. NOBLE (Graded Schools), First Vice-President, Wilmington.
EUGENE G. HARRELL (editor N. C. TEACHER), Sec. and Treas., Raleigh.

ELEVENTH ANNUAL SESSION, MOREHEAD CITY, N. C.

June 20 to July 3, 1893.

THE SESSION OF 1893.

The tenth annual session of The Teachers' Assembly, held at Morehead City in June, was undoubtedly one of the best and most satisfactory of all the sessions.

This being the year of the World's Fair of course it was something of an "off year" with the Assembly as with every other meeting and summer resort in the United States. Besides, the Annual Encampment of the State Guard was held at Morehead City a few days after the Assembly, and it also had its peculiar attractions for visitors who could not attend both meetings.

Yet, notwithstanding these conflicts of attractions, and in spite of the financial stringency prevailing, the Assembly was well attended, the Atlantic Hotel being kept about full during the session, the attendance being twice as large as was expected. There were present a larger percentage of teachers than ever before, and most of the principal schools and colleges of the State were represented.

It was very noticeable that the people remained at the Assembly longer than ever before, most of the teachers

remaining throughout the entire session. Even to the last day of the meeting there were good crowds to arrive, showing that interest in the programme was maintained to the end.

The management of the Atlantic Hotel, by its new proprietor, Mr. B. L. Perry, gave the greatest satisfaction to every guest. The fare, service and accommodations were all that could be desired, and Mr. Perry's praises were on every tongue. The Assembly passed very strong resolutions of thanks to Mr. Perry for the elegant manner in which he had entertained his guests during the session.

The programme of the Assembly was excellent and was closely followed than usual, there being a very small number of changes required by absent speakers. Special addresses were made by Governor Carr, Hon. A. M. Waddell, Chief Justice James E. Shepherd, Hon. Thomas J. Jarvis, Hon. John C. Scarborough; and the presence of these distinguished gentlemen and the interest they manifested in the Assembly were peculiarly gratifying.

The Music and Oratorical contests were very fine—the Oratorical Medal being won by Mr. C. E. Turner, of Trinity College, and the Music Medal by Miss Sophie Myers, of Charlotte. The Literary and Musical Entertainments in the evenings were of a high order of merit, giving great pleasure to the packed audiences.

Miss Corinne Harrison, that popular North Carolina teacher, charmed everybody by her excellent talks upon the subject of Swedish Gymnastics in School. She is in love with her work and her enthusiasm fired the ambition of many teachers to become better acquainted with the system with a view to introducing it into their schools.

The entire session was pleasant and harmonious, and each teacher seemed to more than ever appreciate the value of this great annual gathering to them and all the school interests of our State. There were present a number of

visitors from sister States. We were glad to have them with us, and they received a generous North Carolina welcome. They enjoyed the session greatly and expressed their intention of being regular attendants in future.

The handsome new Assembly folding settees with which the Hall is now seated were truly things "of beauty and a joy forever." The comfort afforded by them was fully appreciated by those who have for so long endured the discomforts of the long straight-back benches, which are now displaced forever. The Assembly Hall looks much larger with the new settees, and it will really seat about a fourth more people than formerly.

President John J. Blair was a fine presiding officer. All the business worked smoothly and promptly under his gavel, and his occasional flashes of wit in dispensing justice and impartiality of administration were enjoyed by all except an occasional victim of his shot. But even the victim of the President's good-natured irony, after a little blush of confusion, generally enjoyed the laugh as much as anybody else.

No special outside attractions were provided this session for drawing purposes, it being decided to have only an ordinary meeting of the teachers for a little practical work and conference before the time for going to the World's Fair. This fact makes the attendance of something over a thousand persons specially notable and gratifying, as it proves that interest in the Assembly on the part of its friends is stronger than ever and that the great organization is a powerful and growing fixture in North Carolina.

The annual election of officers expressed a unanimous choice for Professor F. P. Hobgood (Oxford Female Seminary) as President; Superintendent M. C. S. Noble (Wilmington Graded Schools), First Vice-President; Eugene G. Harrell, of Raleigh, Secretary and Treasurer.

EDITORIAL.

“Carolina! Carolina! Heaven’s blessings attend her,
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.”

“TIGHT MONEY” BUT PROSPEROUS SCHOOLS.

There has been existing for several months, and is now, the “tightest financial time” known in our country since 1873. Money seems almost to have disappeared from circulation. Failures of banking institutions that were considered as “solid as adamant” may be counted by hundreds. Prominent business houses without number have gone down with the tide. Great manufactories have been compelled to “shut down” and throw thousands of hands out of work, and, consequently, “bread riots” are imminent in many portions of our country. Not the United States alone, but the whole civilized world is struggling under this unusual financial stringency. President Cleveland has called an extraordinary session of Congress with the hope that some means would be devised to relieve the situation and our body of supreme lawmakers is now in session while the nation expectantly and anxiously awaits. The younger people of the United States have never before known a period in our history of such unusual financial conditions, and it may be an opportune time to study the various phases of the money question which so seriously affects every interest of our country. The young people, and teachers, too, should read the speeches made in Congress by the ablest thinkers of the nation upon this absorb-

ing subject, as every true citizen ought to fully understand the basis of the currency of our government. In these times of so great scarcity of money it is gratifying to know that the prospect of a good attendance upon the schools throughout the State is very hopeful. The boarding-schools, both for girls and boys, report to us that they have, up to the present time, sent more catalogues upon application and answered more letters from prospective pupils than in any previous year. The people seem to greatly realize the importance of starting their children in life with a good education as the most valuable of all working capital, and while this feeling prevails North Carolina is in good condition.

WE HOPE THAT you have had a pleasant summer's rest and have a large stock of strength and inspiration for the work of the new school year.

AS SOON AS your school is fairly opened please send us some notes, so that we may let your friends know where you are and what you are doing.

THE NEW "NORTH CAROLINA SPELLING-BOOK" is being rapidly introduced into both public and private schools with the fall opening. A specimen copy will be sent for examination to any teacher for fifteen cents. You will like the book.

WE ARE NOW revising our subscription list, and those who desire to continue as subscribers must notify us before October 1, as all unpaid subscriptions will then be dropped from the list. Please do not delay this little business matter, but let us hear from you at once.

WE SINCERELY thank our hosts of true friends throughout North Carolina and the adjoining States for the great number of very kind letters which they have sent to us during the past two weeks, while the champion mud slingers

of Durham were amusing each other by maliciously persecuting us for carrying the teachers to the World's Fair.

WE HEARTILY commend the quarters provided by the World's Fair Protective Entertainment Association to all who visit the World's Fair. The grounds are located in West Pullman and the accommodations provided are excellent and very economical. Everything about the place is neat and clean and there is no noise or dust. Electric cars will take you to the Fair for five cents.

DO YOU KNOW that every issue of THE TEACHER is now read by near eight thousand persons? This is a fact, and the readers include every regular teacher in North Carolina. Teachers who begin work this fall for the first time should at once order THE TEACHER to be sent to them regularly, as it will give you many valuable hints and also let you know what all the schools of the State are doing.

SOME OF THE demands which have been made upon us by certain members of our World's Fair party, at the instigation of Roscower, Fairbrother & Sheppe, have been highly amusing. One complained that we did not pay for her theatre tickets, another that we did not feed her on the trip both ways, one demanded that we pay his admissions into the side shows in Midway Plaisance, another wanted us to pay her \$6.75 because she got mad with the chaperon that we furnished to her, and one man demanded that we bring him home by way of Washington City! It is impossible to please every body.

THE EDITOR OF THE TEACHER, who is the founder of the North Carolina Teachers' Assembly and has been its Secretary from the beginning, ten years ago, greatly appreciates the splendid gift of a very handsome gold watch, which was made to him by the Assembly during the session at Morehead City in June. The watch is Howard's best make; is, perhaps, the finest one in the State, and is inscribed as follows: "Presented to Eugene G. Harrell by

the North Carolina Teachers' Assembly, in recognition of his valuable services as Secretary—1884 to 1893." The presentation was made in accordance with a resolution unanimously adopted at the session in 1892.

WE EXPECT TO carry a select party of teachers and their friends on a tour to California and Yellowstone Park in the early spring or summer. The route will be the Southern Pacific and Denver & Rio Grande railroads to San Francisco; thence by steamer up the Pacific coast to Portland, Oregon, Northern Pacific Railroad to Livingston, where we leave the railroad for a week in the Yellowstone Park. The party will return by way of Niagara, New York and Washington. The tour will comprise thirty days and the party will travel in private Pullman cars throughout the entire journey by rail. The cost of the trip will be announced very soon, and the party is absolutely limited in number to the comfortable capacity of two Pullman cars. The full limit of membership in the party is already nearly reached by applications which have been accepted. Full details of the trip we hope to have ready by January.

ROSCOWER, FAIRBROTHER & SHEPPE, the alien organized combination of notorious and spiteful misrepresenters and slanderers now see that they played their desperate game of "exposing" the Teachers' World Fair business a little too far. Just far enough for their vindictive plot to be thoroughly revealed to the thoughtful people of the whole State. They were very willing and eager tools of those who used them, and they did their dirty work well in vigorously originating and promulgating falsehood and maligning character. They have faithfully earned their reward, and now have it—the contempt of most people who respect truth and decency. Such intense hatred, envy and malice as this infamous combination — *Roscower, Fairbrother & Sheppe*—has exhibited, we believe is without a parallel in journalism in this country. Their histories are written in the mud that they have been slinging so vigorously.

ABOUT OUR TEACHERS AND SCHOOLS.

MISS MAGGIE BASS is teaching at Warsaw, Duplin County.

MISS BETTIE W. EVANS continues her school at Fayetteville.

MISS KATE WESTBROOK has a good school at Faison, Duplin County.

REV. J. E. GREENE is Principal of Yadkin Valley Institute at Boonville. The school is well attended.

MR. HODGES has been elected Principal of New Bern High School, to succeed Mr. Adams who engages in the work of the ministry.

MISS MARY PERRY and MRS. Z. V. PEED have charge of the Female Academy at Franklinton, and will prepare girls for any of the female colleges.

MR. STEPHEN MCINTYRE (Wake Forest College) is Principal of the Male Academy at Louisburg, and the second session began August 28, and is succeeding finely.

MR. E. E. BRITTON, recently of Roxboro, has taken charge of the High School at Rutherfordton. A military feature has been added and an excellent Faculty engaged.

DAVIDSON COLLEGE is enlarging its scope of work and usefulness. Its learned and progressive President, Dr. Shearer, is making the college one of the best institutions of its kind in the whole South.

TRINITY COLLEGE, at its new home in the suburbs of Durham, is rapidly increasing in popularity and prosperity. President Crowell looks for a much larger attendance of students this year than ever before.

FAIRVIEW COLLEGE is located at Trap Hill, Wilkes County. Mr. W. H. Jones is President, and he has a complete Faculty of assistants. Rates of tuition are very low and good board is furnished at \$5 to \$6 a month.

MR. JOHN E. KELLY has organized a new school of Art, Science and Industry at Victor, N. C. His assistants are Mr. W. P. Cameron, Jr., Misses Addie St. Clair and Cornie Petty. The opening was very encouraging and the school has a prosperous future.

THE CELEBRATED boarding-schools of Raleigh—Saint Mary's School, Peace Institute, and the Agricultural and Mechanical College—have a most gratifying prospect for this term. We learn that more pupils have applied for admission than at any other time for several years.

MR. FRANK B. HENDREN has established a Military Academy at Moravian Falls, and the institution opened August 7 with encouraging prospects. Lieutenant K. M. Allen is Assistant Superintendent and Miss Bertha Spainhour is in charge of Music in the Girls' Department.

CAPTAIN JOHN DUCKETT is now in charge of Robeson Institute, at Lumberton. Miss Minnie McIver teaches Vocal and Instrumental Music, and Mrs. Duckett is in charge of the Art Department. The school began its first term September 4 with a good enrollment and excellent prospects.

THE UNIVERSITY began its fall term September 4 with an unusually large attendance and a great many more applications for admission. It is believed that the enrollment for this year will reach near four hundred, and we hope that every expectation of its friends may be realized.

MISS EVABELLE SIMMONS, of Wake Forest College, will assist her brother, Professor T. J. Simmons, in the Female College at Eufaula, Alabama. We regret exceedingly to lose Miss Simmons from North Carolina, and we congratulate our sister State on the acquisition of so accomplished a woman.

WAKE FOREST COLLEGE resumes work for the fall term on September 6, and the number of students will be even larger than usual. This excellent old institution has supplied a great many of the best teachers in our State, and its graduates are to be found among the high and honorable places in our country.

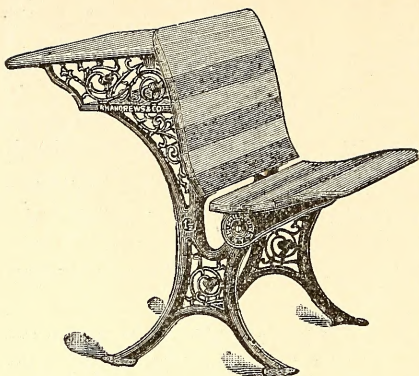
THE STATE AGRICULTURAL AND MECHANICAL COLLEGE began the fall term on September 7. For several days before the opening the students began to come in, and it is probable that the enrollment will be almost double that of last year. A large number of new students have entered and about seventy-five of the old ones have returned.

MISS HATTIE NIXON, of Winfall, one of our best teachers, spent several days in Raleigh on her return from her trip to the World's Fair with the Teachers' party. She was delighted with her trip to Chicago and pleased with all the arrangements, and says that the trip cost her much less than she expected and that the expense was even under the estimate.

CHARLOTTE SEMINARY, under the very fine management of Miss Lily W. Long and her accomplished corps of assistants, ranks among the best schools of our State. The third term began September 4 with most encouraging prospects, and the people of Mecklenburg's charming city are to be congratulated on having such a school for their daughters.

CAROLINA CHRISTIAN COLLEGE, at Ayden, Pitt County, begins the fall session September 18. The institution is under the management of Professor L. T. Rightsell, Principal, assisted by Mrs. L. T. Rightsell, Miss Mollie Winfield, Mr. P. S. Swain and Mr. J. R. Tingle. This is an excellent school and we are glad to know that it has a very bright outlook.

THE RALEIGH MALE ACADEMY, Professors Morson and Denson, Principals, began the fall term September 4 with a very large enrollment. This is perhaps the most noted preparatory school in the State, and it sends annually more students to the University and the colleges than any other institution of the kind. A number of boys have come to Raleigh from long distances to enter the Academy as boarding pupils.



SCHOOL SUPPLIES.

ANDREWS' NEW TRIUMPH SCHOOL DESK.

ANDREWS' NEW TRIUMPH

AUTOMATIC SCHOOL DESK.

ANDREWS' NEW PARAGON SCHOOL DESK.

W. & A. K. JOHNSTON'S WALL MAPS, Classical, Scriptural, Political, etc.

STONE SLATE FOR BLACKBOARDS,

PHYSICAL AND CHEMICAL APPARATUS, and all Supplies used in the School-room.

The State Normal and Industrial School for Young Women, at Greensboro, N. C., has seated the entire building with our "New Triumph" Desks and Recitation Seats.

OPERA CHAIRS, CHURCH CHAIRS, Forty-one Styles.

J. E. REILLEY, Manager,

CHARLOTTE, N. C.

University of North Carolina.

Young men desiring to prepare themselves thoroughly for the highest duties in life may receive a broad and liberal education at the University on very reasonable terms. Scholarships and loans are granted to needy young men of talent and character. Free tuition is given to the sons of ministers of all denominations, to candidates for the ministry, and to *bona fide* teachers in the public schools. Long time is granted on tuition to men whose means are limited.

The University equipment includes nineteen teachers representing the culture of the best European and American Universities, eleven buildings, six laboratories for the study of science, a select library of 40,000 volumes, a reading-room, a scientific society for original research, a Shakspeare Club, a Latin Seminarium, an Historical Society, a Y. M. C. A., a well-equipped gymnasium with trained director, ample athletic grounds for foot-ball, base-ball, and tennis, and two well-organized literary Societies.

There are four regular courses of study with wide range of election adapted to individual needs, special courses in Law, Medicine and Engineering, and an infinite number of optional courses according to each student's special desire. Medical students are required to dissect.

For full information, address President Winston, Chapel Hill, N. C.

THE NORTH CAROLINA TEACHER.

VOL. XI. RALEIGH, OCTOBER, 1893. No. 2.

EUGENE G. HARRELL, - - - - Editor.

THE SCHOOL EXHIBITION.

Oh! the old school exhibitions; will they ever come again,
With good old-fashioned speaking from the girls and boys
so plain?

Will we ever hear old "Iser," with his rapid roll and sweep,
And "Pilot, 'tis a fearful night; there's danger on the deep"?

Sweet Mary doesn't raise her lambs like Mary did of old;
Their fleece is not "as white as snow;" they're wandering
from the fold.

The boy upon the "burning deck" is not one-half as fine;
He was not "born at Bingen—at Bingen on the Rhine!"

The girls don't speak in calico—the boys in cotton jeans;
They've changed the old-time dresses 'long with the old-
time scenes;

They smile and speak in ancient Greek, in broadcloth and
in lace,

And you can't half see the speaker for the collar 'round
his face.

Oh! the old school exhibitions; they're gone forevermore.
The old school-house is lonely, and the grass has choked
the door,

And the wind sweeps 'round the gables with a low and
mournful whine

For the old boys "born at Bingen—at Bingen on the
Rhine!"

—*Atlanta Constitution.*

[FOR THE NORTH CAROLINA TEACHER.]

THAT BAD BOY.

BY E. H. ATWOOD, WOODPORT, NEW JERSEY.

Every teacher has a sacred mission, and in rightly fulfilling that mission will she find her highest joy. True it is, hers is a responsible position, for in dealing with *that bad boy* she is dealing with one of God's own children. Much has been said about "a diamond in the rough," and the polishing of the same. She has often, no doubt, read of *bad boys* being made "almost perfect" until her very soul has become enthused, and, entering the school-room with bright hopes, has often felt at night that she made a signal failure. And alas! she is led to doubt the possibility of ever reforming *that or any other bad boy*. So many, hastily reading some work on psychology, become enraptured and set out to conquer only to find themselves worsted in the conflict. The more responsible the work, the more need of preparation. Our Normal Schools and numerous school journals strongly emphasize this fact. They aim to tell us how, but can go no further. We must *do*, or be entirely unsuccessful.

We must get thoroughly interested in that bad boy. Why is he so bad? "Thrash him," says father; "Keep him in," suggests *kind* mother; while the school board ends the matter by "Expel him; he has no business in the school." Constantly misunderstood—the act, and not the motive questioned—he finds every good that he would do turned into evil, and the very influences (those of parents and teachers) that ought to rightly direct him turned into sources of destruction. Is it any wonder he is bad? Perhaps he entered the school-room this morning intending to do right—to please—but, being a *bad* boy, he is spoken to

sharply. Note the effect: instantly the blood mounts to his face, his good resolutions vanish, anger takes the place of his good intentions and he feels that "every man's hand is against him." Further, he feels that no one is interested in him or in anything he does. Why, then, should he care if we don't? But in becoming interested in him we must be careful that our interest be not a sickly sentiment only, that says "Yes" to his every desire.

How is he bad? Does he lie, cheat, steal, swear, use bad language and constantly break the rules of school? If so, he is indeed *bad*. But whose fault is it? Does it rest with the boy alone? Rather is he not largely influenced by his surroundings and companionships? Children are imitative. Disposition begets disposition; and does not oftentimes the *reason* why he is so bad determine the *manner* in which he is so?

If these questions of *why* and *how* are seriously considered, much light will be thrown upon the subject and the matter of discipline become much easier. That the boy *is bad* may not be the fault of the teacher, but that he should remain bad while under her control is altogether a different thing; for while it is true that parents *ought* to rightly train their children, it is a fact that many do not, because of inability, lack of time, or indifference. Consequently the burden falls upon us. Our getting interested in that *bad boy* will eventually interest him in us; and if so, we have a most powerful influence over him, which, if properly directed, may prove to us and to others that *that bad boy* is not so *bad* after all.

THERE ARE IN North Carolina more than four thousand members of the Teachers' Assembly. This vast body of organized educational workers comprises an irresistible force of which any State may well be proud. Let every member continually "talk up" the next session of the Assembly.

[FOR THE NORTH CAROLINA TEACHER.]

IS TEACHING A "PROFESSION?"

BY MISS MARGARET BURGWYN HILLIARD, OXFORD, N. C.

We have often seen this question discussed at length. At first thought, we would unhesitatingly answer it in the affirmative. And in view of the special gifts of mind and careful preparation needful to fit one for its pursuit, and the devoted zeal called forth in its practice, we would adhere to our first thought, and say that a teacher thoroughly prepared for his or her work, and earnestly and conscientiously pursuing that calling, is entitled to whatever respect and consideration is accorded to members of other learned professions.

We would go further and say that in view of the vast influence they undoubtedly exert upon the future men and women of the land, there is, with one exception, no profession that involves more responsibility. But there are other things than respect and consideration from the outside world, and careful training and conscientious work on the part of individuals pursuing a calling necessary to place that calling among the professions.

Let us consider what those other things are, and whether teachers as a class observe them. If we are thrown among lawyers or physicians, we frequently hear the terms professional honor, professional etiquette, and find the code of professional honor as binding on the members of a profession as the code of personal honor should be upon all men; and a man who fails in obedience to this code or in observance of this etiquette loses caste among the members of that profession.

Is there any such code among teachers? If so, is it observed? If not observed, is there any penalty, such as

loss of esteem or respect attached to its non-observance? We are compelled to answer these questions in the negative, and to admit that in this we are unprofessional. We lack that *esprit du corps*, that jealous regard for the honor of our calling that should characterize the members of a profession.

Again, among lawyers and physicians we find that a physician is called "Doctor" only after completing a course of study and practice prescribed by law, and passing rigid examinations upon the same, and a lawyer is admitted to practice on the same conditions; but in our calling there is a most unprofessional carelessness of nomenclature. The only requirements necessary to assume the title of professor are, first, that one shall be a man, and second, that he shall be engaged in teaching. What is the consequence? The title has lost its significance, and is gradually being repudiated by the first educators of the country.

Again, a school engaged in secondary education may style itself a college, and its principal, who is called its president, confers the degree of "Bachelor of Arts" upon those completing the course laid down by that school, when possibly neither the principal nor any of his assistants has acquired that degree in a genuine college. And what is the result? Do we elevate ourselves by thus assuming for ourselves or our schools titles to which we have no right? Do we deceive ourselves or anyone whose opinion we ought to value? No! We debase our calling in claiming for our secondary schools that they offer advantages that can only be had in the recognized colleges of the land. We insult our *alma mater* by aping her dignities and assuming her titles. We do not increase our stature by wearing clothes that are too large for us.

Let us, therefore, who are engaged in secondary education, call our schools *schools*, and ourselves *teachers*, not professors. Let us make our schools as good as the best

in the land. Where it is possible, let us raise their standard until they prepare our pupils to enter the recognized colleges of the land. Let us not deceive those entrusted to us by leading them to think that there is nothing higher than what we can give them; but let us strive to awaken in them a thirst for knowledge that shall lead them to desire that higher education for which we prepare them.

Let us not, from a false idea of our own dignity, claim titles to which we have no right, nor from an equally false courtesy bestow them upon others. Let us be honest in our claims. Let us be courteous to others in our calling. Let us scorn as dishonorable any underhand dealing with one another. And so we shall add a strict observance of a high code of professional honor and etiquette to our many claims to be numbered among the honorable professions.

NATIONAL CHARACTERISTICS.

Rev. Dr. George Dana Boardman, of Philadelphia, lectured recently on "The Proper Relation of Nationality to Internationalism." He compared the different nations to the members of the human body, and said, in part—

"Every nation worthy of the name of nation is also a person having at least some of the attributes of personality; that is, each nation has its own idiosyncrasies. Recall, for example, Egyptian constructiveness, Hebrew devoutness, Greek culture, Roman jurisprudence, Gothic impetuosity, Italian æstheticism, Chinese conservatism, Japanese flexibility, Indian (Asiatic) mysticism, Indian (American) nomadism, African docility, Scandinavian valor, Turkish fatalism, Russian persistence, Swiss federalism, Spanish dignity, French *savoir faire*, German philosophism, English indomitableness, Irish humor, Welsh eloquence, Canadian thrift, American versatility."

TOO MUCH ZEAL.

BY LUCY HAYES MACQUEEN.

Too much zeal in a cause is sometimes worse than none, for it makes one a bore. His hobby is the world to him, while it is really only a part of a beautiful whole which he loses and cannot afford to lose. Teaching, above every other occupation, should make us interested in practical affairs—the newspaper, the new magazine, “the styles” (in dress as well as in other things), business methods; in fact, in everything around.

Visionary sentimentalism is a great sin. Any thought resulting in some practical benefit to others is the greatest virtue. Hans Christian Andersen wrote one of his most charming tales to show that making a brick was better than dreaming a new heaven and earth.

Allow that lackadaisical girl to loll in her chair and look at the ceiling for an hour, and depend upon it you are not teaching a genius, but ruining the girl for any use in life. A girl or a boy can look very dreamily at the ceiling and be thinking of nothing. Watch the expression of the eye; when thinking, it is bright; when not thinking, it is cloudy.

Interest; that is the way to develop a boy or girl. Between the pupil and the subject you present there must be interest, or your teaching is killing a mind—slowly, perhaps, but, if you remain long enough as his teacher, surely.

What has this to do with zeal in teaching? The majority of people call zeal in teaching going to the school-room at eight in the morning and staying till six at night; then going over lessons till nine; then going to bed, so as to be up early enough to begin again the next day. The majority of people call a mechanical teacher a zealous teacher. She presents a subject in the approved *normal* way. That way

is often not adapted to her pupil's comprehension, and she is so zealous as not to notice that.

If the zealous teacher would leave her school-room at four, quit drafting out her "lesson plans" for a while, observe nature, and men, and women, and children, and go to places where *teaching* is not taught, she would be a more successful teacher.—(*Boston*) *Journal of Education*.

HISTORY OF OUR STATE FLAG.

BY GRAHAM DAVES, NEW BERN, N. C.

The first flag of the State of North Carolina officially adopted was that authorized by the Convention of 1861, commonly called the Secession Convention, by an ordinance ratified June 22, 1861.

A committee of seven was appointed to report to the Convention a design for a State flag, of which committee Col. John D. Whitford was chairman. He called in to his assistance Wm. Garle Brown, the artist, and by these two most of the work of the committee was done. A design for a State flag had, however, been previously reported to the Convention by Col. Whitford on the first day of its session, May 20, 1861. This design was for the most part the work of our fellow townsman, Hon. Chas. C. Clark, and its colors and their arrangement were retained by the committee in the flag reported.

The flag finally adopted consisted of a red bar or union extending the entire width of the flag, and two horizontal bars, the upper one of blue, the lower of white. The red bar, which was perpendicular, was next the staff; and the dimensions of the three bars were the same, making the length of the flag one-third greater than its width. In the

centre of the red bar or union was a white star, above which was the legend, "May 20th, 1775," and below it, "May 20th, 1861," the dates, respectively, of the Mecklenburg Declaration of Independence, and of the withdrawal of the State from the Union. This flag, a description of which may be found in the printed ordinances of the Convention, was used in this State and authorized to be carried by our troops in conjunction with the Confederate battle-flag during the late civil war.

By an act of Assembly of March 9, 1885, the flag above described underwent certain alterations, and the one that is now in use was adopted. The alterations consisted of an interchange of places of the blue and red bars, making in the present flag the blue bar, or union, perpendicular, and the red horizontal, and in substituting on the blue union the date "April 12, 1776," for the legend "May 20th, 1861," the former date being that of the resolution of our Provincial Congress authorizing our delegates in the Continental Congress to declare independence of Great Britain. The letters N. C., in gilt, placed on the right and left of the white star, were also added to the blue union, and the mottoes or legends were required to be in black letters upon a gilt scroll, semi-circular in form.

FOUR THINGS TO LEARN.

Four things a man must learn to do
If he would make his record true:
To *think* without confusion clearly;
To *love* his fellow-men sincerely;
To *act* from honest motives purely;
To *trust* in God and Heaven securely.

—Henry Van Dyke.

A FAMOUS NORTH CAROLINA SAYING.

There are few sayings more widely known throughout this country than the following: "The Governor of North Carolina said to the Governor of South Carolina, 'It's a long time between drinks.'"

We have been asked many times to give the circumstances of a saying which originated in North Carolina and has now become almost national in its use. Even travelers in foreign countries frequently hear this famous expression where least expected. The history of this saying, as given to us by a friend, is as follows:

The story runs, that early in the century a native North Carolinian who had moved across the border into South Carolina was forced to fly back again to escape arrest. The Governor of South Carolina straightway issued a requisition on the Governor of North Carolina for the fugitive criminal; but the latter Governor hesitated. The criminal had many and influential friends. Finally the South Carolina executive, with a large retinue, waited on his official brother at Raleigh, the capital of North Carolina. The visitors were received with all due honors; a banquet was given them; wine and brandy were served. When at last the decanters and glasses had been removed the Governor of South Carolina rose to state his errand. A long and acrimonious debate followed. The Governor of South Carolina lost his temper. Rising once more to his feet, he said:

"Sir, you have refused my just demand and offended the dignity of my office and my State. Unless you at once surrender the prisoner I will return to my capital, call out the militia of the State and take the fugitive by force of arms. Governor, what do you say?"

All eyes were turned on the Governor of North Carolina. The latter rose slowly to his feet and beckoned to a servant

who stood some distance away. His bearing was firm and dignified, as became his position. He was slow about answering, and again the Governor of South Carolina demanded, "What do you say?" And the Governor of North Carolina answered:

"I say, Governor, that it's a long time between drinks."

The reply restored good humor. Decanters and glasses were brought out again, and while the visitors remained if anyone attempted to refer to the diplomatic object of the visit he was cut short by the reminder that it was a long time between drinks.

When the visiting Governor was ready to return home he was escorted to the State line by the Governor of North Carolina, and they parted the best of friends. The fugitive was never surrendered.

FORWARD, MARCH!

The firm resolve should be made by every teacher, no matter how long he has been in school-room work, "This year I must advance in knowledge of education." He must make it a daily business to do something like the work the pupil is doing. He is advancing into new fields of thought; he is entering on broader fields of knowledge; so must the teacher. Let there be a stern determination felt that he will know more of his profession. The curse of teaching has been that those who practiced it were like sign-boards; they pointed out the path, but did not travel it.—*New York School Journal*.

IN ALL YOUR teaching do not neglect to teach *patriotism*; that is, a true and abiding love for North Carolina and all her honorable institutions, with a determination to spend a life in her glorious service.

THE DOT ON THE "I."

THE PECULIARITY OF THE FORMATION OF THE DOT IS
AN INDEX TO CHARACTER.

Do you put the dot high above the letter i? Do you put it close to the letter? Do you send it flying before? Is it fat, round, irregular? These are the questions which a master in the art of deciphering character from handwriting asks. In each case your peculiarity is the outward and visible sign of some idiosyncrasy. "Look at the dots of your i; try to make them different—smaller, larger, rounder, more oblong—you cannot do it. The dot above the i only changes with your character." The following are a few of the conclusions "Edelweiss" draws from the tell-tale dot:

The writer begins by giving a graceful lesson to the ladies.

"If you often forget to dot your i, you will also forget other things which seem unimportant to you, but which for the comfort of everyday life are as necessary as the dot is to the i. If you have often to look in vain for the dot, you will also look often in vain for other things, because you have not put them in their proper place. For instance, you put the fifth knitting-needle into your book because you were suddenly called away and no better book-mark was at hand. You are anxious to finish your sock—where is the fifth needle? The servant girl must have mislaid it while dusting. Servants are such a trouble!

"In order to practice patience and self-control you knit on with your four needles, 'gently pardoning,' and presently turn back to your interesting novel. The book opens immediately, and there and then the glittering needle preaches a silent sermon to you. The knitting-needle story is nothing new; it occurs in infinite variations, and happens especially to those who forget to dot their i.

“If the dot flies high above and far away from the letter to which it belongs, your hopes, thoughts, wishes and aspirations are apt to fly about in far off regions, and instead of making practical use of the present day you dream of the ideals of the future. If this ‘high-flown’ dot is of an oblong shape, and if, in conjunction with it, the loops of your l, n, g, f, etc., are loose and long then good-bye symmetry and calm, for you have very little self-control.”—*Pall Mall Gazette*.

OBJECTS OF A COURSE OF STUDY FOR RURAL SCHOOLS.

A well arranged course of study for rural schools accomplishes the following objects:

1. It keeps constantly before the minds of the pupils principles and facts instead of paragraphs and pages.
2. Pupils are advanced step by step and given credit for the work completed.
3. It forms a basis of comparing the work of different schools, and secures the stimulus resulting from a united effort.
4. It overcomes the disadvantage of a diversity of text-books by outlining the subject, and rendering it possible for pupils to use whatever text-books they may have.
5. It overcomes the evils that result from the constant changing of teachers.
6. It arranges the plan of work so that when pupils have completed the work as outlined, and passed the required examinations satisfactorily, they may be admitted to the high schools without further examination for admission.
7. It enables directors and parents to understand more fully what the schools are attempting to accomplish for the children, thus enlisting their sympathy and active co-operation.

8. It enables the county superintendent, directors and patrons of the schools to compare the work of the various teachers of the county, and to get rid of those who are indifferent or incompetent.

9. Having a definite work to do, teachers make special preparation for teaching all the branches given in the course.

10. It aids the county superintendent in unifying and systematizing the work of the annual institute, by basing the instruction in methods, classification, etc., on the work given in the course of study.—*Exchange*.

MAKE TEACHING PRACTICAL.

I am glad to note the constant improvement in educational methods, and I feel like adding to it all I can by encouraging and urging forward in every way those who are engaged in the work.

If I were asked what three things I would recommend to increase the efficiency of the common school education, I believe I would paraphrase the advice once given somebody by some great man, and say:

First, make it practical.

Second, make it practical.

Third, make it practical.

The colleges and universities may add the frills and furbelows to the education of those who have the time and money to spend in higher education—they may add the graces and accomplishments—what the public schools are expected to do is to give pupils something they can use in everyday life.

Teach your pupils arithmetic in such a way that they will be able to make ordinary calculations easily and quickly without the aid of pencil and paper. Work their spelling lessons into them in such a way that they can build words correctly when writing hurriedly. Drill them in grammar

in such a manner that they will be able to speak and write the language of their country correctly.

I have seen prize mathematicians who would hardly dare attempt to add four figures together without setting down them and their sum.

I have seen the best school-room spellers who utterly failed when called upon in office, court-room or editorial sanctum to make use of their knowledge.

I have seen men who, in the school-room, could repeat every rule ever written by any grammarian of any age, and who could parse, without a halt, any correctly constructed sentence in the language, and yet could not speak ten consecutive words correctly if life depended on it, and whose writings were full of blunders in construction.

Now, "school book learnin' ain't no good to nobody, if it don't teach 'em for to do somethin' ernuther better'n they could 'a done 'thout it."

Pupils are not educated for the school-room, but for the world outside.

The arithmetic that can only be called into action at sight of chalk and blackboard is of no account.

The spelling that can only be called into play to "turn down" the pupil who stands "head," had as well not be learned.

The grammar lessons that teach how to parse well, but not how to speak correctly consume time uselessly.

I once saw a letter from a man who was applying for a position in a school, and who averred that he was a good "clasacal" scholar. He may have been all he claimed, and more, but his spelling fell short of the requirements of the place, and he failed to make an engagement.

Let everything done in the school-room be done with a view to outside use, and it will be found that comparatively little education will prove of great benefit, and will often appear to better advantage than a much wider range of dress-parade learning.—*The Southland.*

IN THE SCHOOL-ROOM.

A MISPELLED TAIL.

A DRILL EXERCISE IN SPELLING.

A little buoy said, "Mother deer,
May I go out too play?
The son is bright, the heir is clear,
Owe, mother, don't say neigh!

"Go fourth, my sun," the mother said.
The ant said, "Take ewer slay,
Your gneiss knew sled, awl painted read,
But dew knot lose your weigh."

"Ah, know," he cried, and sought the street
With hart sew full of glee—
The whether changed—and snow and sleet,
And reign, fell steadily.

Threw snowdrifts grate, threw watery pool,
He flue with mite and mane—
Said he, "Though I wood walk by rule,
I am not rite, 'tis plane.

"I'd like to meat sum kindly sole,
For hear gnu dangers weight,
And yonder stairs a treacherous whole—
Two sloe has been my gate.

"A peace of bred, a nice hot stake,
I'd chews if I were home,
This crewel fete my hart will brake,
Eye love not thus to roam.

"I'm week and pail, I've mist my rode,"
But here a carte came past,
He and his sled were safely toad
Back two his home at last. —*St. Nicholas.*

THE STAR SPANGLED BANNER.

 DRAMATIZED FOR SCHOOL USE BY MISS HESTER STOWE, GRAND RAPIDS.

¹
 O, say, can you see, by the dawn's early light,
 What so proudly we hailed at the twilight's last gleaming;
²
 Whose broad stripes and bright stars thro' the perilous fight,
³
 O'er the ramparts we watched, were so gallantly stream-
 ing;
⁴
 And the rocket's red glare, the bombs bursting in air,
⁵
 Gave proof through the night that our flag was still there;
⁶
 O, say, does the star spangled banner yet wave
⁷
 O'er the land of the free and the home of the brave? ⁸

1. Children raise left hand to brow as though shading the eyes while looking at the flag.

2. Point at flag with index finger of left hand.

3. Wave small flags.

4. Children wave left hand round and round then let it suddenly fly up in air to imitate the motion of the rocket, at the same time, five boys appointed by the teacher, may make the noise "s-s-s" very loudly, to imitate the noise of the rockets, this should come at the word "glare."

5. All bring one foot down upon the floor.

6. Wave small flags.

7. Extend both arms.

8. Wave flags again.

In the last repetition of the chorus substitute "O, yes, yes," for "O, say, does."

Before pupils begin to sing, a large flag should be hung in the front of the room. The children should stand, each with a tiny flag, held behind him, in his right hand.—
School Moderator.

FALSE SYNTAX.

The grammarian's false syntax is often a thoroughly artificial product, made up to work with the rule which he wishes the pupil to apply. His sentences commonly belong to two widely different classes. Either they are fashioned for the purpose of illustrating some far-fetched rule, or some hair-splitting distinction as to the use of words, and consequently are totally removed from the pupils' needs or demands; or else, they contain forms of speech so palpably wrong that the pupils would perhaps never have dreamed of them, had the book not suggested them. The very sight of the incorrect sentence is pernicious, since it may engrave upon their minds errors otherwise unknown.

There is a way in which we may do this work and avoid the fatal effects of the text-book sentences. Select three pupils to-day and tell them to make a list of all the incorrect sentences which they hear from that time until the beginning of school to-morrow morning. They are to be alert in the school-room, the play ground, on the street and at home. They are not to report the names of the persons detected in murdering the American Language.

To-morrow take up these sentences one by one, reading them to the class for correction. Do not write them upon the board. Use your judgment in omitting any sentences not wisely reported, or not well adapted to the exercise. In this way you may get at the actual speech of the people with whom your pupils come in contact and by whom they are affected.—*Exchange.*

EXPENSES OF ARMIES AND SCHOOLS.

Italy expends every year \$96,000,000 for her soldiers and less than \$4,000,000 for schools. In Spain it costs \$100,000,000 to maintain the army and only \$1,500,000 to edu-

cate the children, but then it is the exception to find a Spanish farmer who can read or write. Germany boasts of being in the foremost rank among the nations in the Kulturkampf of the world, yet she expends \$185,000,000 on her army, while \$10,000,000 is deemed sufficient for the education of her children. France maintains an army at an expense of \$151,000,000 and supports her schools with \$21,000,000. The United States expends \$115,000,000 for public schools, while the army and navy cost only \$54,000,000.

COURTESY TO PUPILS.

If courtesy to parents is a duty, it is not less a duty to pupils.

Everybody knows how Luther's schoolmaster, the famous Trebonius, used to take off his hat when he entered his school-room. "I uncover my head," he would say, "to honor the consuls, chancellors, doctors, masters, who shall proceed from this school."

Dr. Arnold won his way to the hearts of Rugby boys by the simple respect which he showed in accepting their word as true.

A master's success has sometimes been imperiled by so slight a matter as the mistake of not returning boys' salutes in the streets, for courtesy begets courtesy—it is a passport to popularity.

The way in which things are done is often more important than the things themselves.

One special point of personal courtesy you will let me mention—it is punctuality. To keep a class waiting is to be rude and to seem to be unjust, for a sense of speculation arises when a master is apt to be late. If he is generally four minutes late the boys will count the chance of his being one minute later, and the result will be disappointment, disaster, and then dislike.—*Contemporary Review*.

WHAT CAN BE OMITTED IN THE STUDY OF GEOGRAPHY.

BY ALEX E. FRYE, CAMBRIDGE, MASS.

1. Book definitions of natural forms of land and water.
2. Heights of mountain peaks and ranges; lengths of rivers; names of unimportant peaks, ranges, rivers, capes, peninsulas, etc.
3. Answers to the countless text map questions, which the teachers neither know nor care to know.
4. All details of relief that do not affect the *general* rainfall and drainage; and all details of coast lines which do not affect climate, or are of no commercial importance.
5. All systems of 'construction lines' which are not discovered (by the pupils) in the general directions of coast lines, or in the trend of highlands.
6. Lists of products,—export and import,—except those of *chief* commercial value.
7. Names of the hundreds of towns and cities which are not of commercial, capital, or historical importance.
8. Area of countries, states, and group of states together with exact political boundaries of the same.
9. Population of cities and countries, and statistics of races, governments, and religious denominations.
10. All knowledge that is poured in merely for examinations, and which the pupil is not expected to remember after he leaves the school.

DO NOT NEGLECT the teaching of North Carolina history in your school. As soon as a boy or girl begins to read fairly well they should be put into the State history class, for one of the principal ends of teaching should be to make true patriots and good citizens. The boy or girl who is well informed as to the proud record of North Carolina cannot be anything else but a good citizen.

GRAMMAR FOR LITTLE FOLKS.

Remember, though box in the plural makes boxes
The plural of ox should be oxen, not oxes;
And remember, though fleece in the plural is fleeces,
The plural of goose is not geese nor geeses;
And remember, though house in the plural is houses,
The plural of mouse should be mice, and not mouses.
Mouse, it is true, in the plural is mice,
But the plural of house should be houses, not hise;
And foot, it is true, in the plural is feet,
But the plural of root should be roots, and not reet.

—*Selected.*

WHICH IS LARGER?

Brazil or the United States?
Texas or Austria?
Ohio or Denmark?
Wisconsin or Scotland?
Iowa or Belgium?
Cuba or Tennessee?
Minnesota or Ohio?
Michigan or England?
Montana or France?
California or Germany?
North Carolina or Spain?
Wake County or Switzerland?

HAS YOUR School Committee carefully inspected your school-house this term to see that it is in proper condition for the winter? Is the ventilation good? Are unnecessary drafts of cold air shut off? Is the stove or fireplace in drawing condition? Is your supply of coal and wood sufficient for keeping up a comfortable and healthful temperature? See to these things at once.

North Carolina Teachers' Assembly.

ORGANIZATION 1893-'94.

F. P. HOBGOOD (Oxford Female Seminary), President, Oxford.
ALEXANDER GRAHAM (Graded Schools), First Vice-Pres't, Charlotte.
EUGENE G. HARRELL (editor N. C. TEACHER), Sec. and Treas., Raleigh.

ELEVENTH ANNUAL SESSION, MOREHEAD CITY, N. C.

June 20 to July 3, 1894.

ANNUAL REPORT OF SECRETARY AND TREASURER.

MOREHEAD CITY, N. C., June 28, 1893.

EUGENE G. HARRELL, *Secretary and Treasurer,*

In account with THE NORTH CAROLINA TEACHERS' ASSEMBLY:

1892.	DR.		
Dec. 31.	To amount from	Marion Butler-----	\$ 4 00
	" "	" Chas. D. McIver-----	34 50
	" "	" Frank Beard's Talk-----	11 25
	" "	" Rev. Tom Dixon's Lecture--	25 25
	" "	" Certificates sold by Sec'y--	55 00
	" "	" Coupons A. & N. C. R. R--	348 00
	" "	" " R. & G. R. R.-----	52 00
	" "	" " A. C. Line-----	166 00
	" "	" " N. & C. R. R.-----	20 00
	" "	" " S. & R. R. R.-----	16 00
	" "	" " R. & D. R. R.-----	868 00
	" "	" " C. C. R. R.-----	24 00
	" "	" " R. & A. R. R.-----	14 00
			----- \$1,638 00

1892.	CR.	
Dec. 31.	By balance due Secretary.....	\$ 702 90
	paid freight on pictures.....	20 50
	“ postage for Teachers’ Bureau.....	6 68
	“ postage on circulars.....	7 75
	“ notices to Executive Committee.....	1 50
	“ E. M. Uzzell for printing.....	28 50
	“ Edwards & Broughton for printing..	31 25
	“ Miss Jenkins, stenographer.....	46 00
	“ Miss Worthington, Music Director....	19 40
	“ Mot Hester, Janitor.....	30 00
	“ part fees returned to women.....	440 00
	“ repairs and cleaning.....	13 10
	“ Rev. Thomas Dixon.....	100 00
	“ Frank Beard.....	175 00
	“ T. D. Webb & Bro.....	6 47
	“ medals and stationery.....	49 50
	“ assistant stenographic Sec’y 12 mos..	60 00
	“ E. E. Britton, expenses Ex. Com....	8 30
	“ J. Y. Joyner, expenses Ex. Com....	4 50
	“ Jno. O. Plank for painting, etc....	154 95
	“ J. C. S. Lumsden, tinner.....	17 50
	“ note and interest.....	280 00
	“ postage for 12 months.....	32 00
	“ frame for Mr. McIver’s portrait.....	23 00
		—————\$2,258 80
1893.		-----
Jan. 1.	Balance due Secretary ---	\$ 620 80

We have examined the books and accounts of Eugene G. Harrell, Secretary and Treasurer, and find them correct.

JAMES DINWIDDIE,
HUGH MORSON,
C. B. DENSON,
Auditing Committee.

RALEIGH, N. C., June 17, 1893.

THE TEACHERS are glad to know that Mr. B. L. Perry, who so excellently managed the Atlantic Hotel at Morehead City this summer, will also have charge of the hotel next year. This guarantees perfect satisfaction to all who attend the Assembly next June. There is no better hotelist in this country than Mr. Perry.

EDITORIAL.

“Carolina! Carolina! Heaven’s blessings attend her,
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.”

THE END OF THE PERSECUTION.

It would require more than an entire issue of THE TEACHER to publish even one-half the number of letters which we have received during the past month from friends throughout this State and the South, expressing the very kindest sympathy with us while being so vigorously attacked by enemies in regard to the World’s Fair trip. We have never asked for a letter from any member of the party, or any other person, on this subject. These letters include not only teachers and members of the party, but also business men, lawyers, physicians and our brother officers in the State Guard. Many of these kind letters are written expressly for publication, with a request that they appear in THE TEACHER, but we must decline to publish them at present. We scarcely know how to truly thank all these friends for their kind words and expressions of renewed confidence in our integrity under all conditions or circumstances, but our appreciation is none the less great therefor. The public now fully understands from what source the malicious attack originated, and the motives which prompted it, and again the vindictive pursuer has come to naught. We have desired that a full and rigid investigation should be given to every complaint or fancied grievance. To this end the business men of Raleigh proposed a Board of Arbi-

tration and Award, appointed by our friends and by those who had made complaints. We readily accepted this plan, which seemed fair to all disinterested persons, but the complainants would not make any appointments for the Board. Then the opposition proposed that the Executive Committee of the Teachers' Assembly should investigate the matter, and to this we also readily agreed, whereupon some of the complainants objected, and President Blair, of the Assembly, declined to call the committee together. In the meanwhile Mr. Sheppe, then editor of *The Southern Educator*, who had instigated and led the attack and persecution, upon being informed that he would be wanted to testify on oath before the Executive Committee, immediately left the State for the West, his journal having dispensed with his services for the future. It is now well known that the instigators of the whole attack do not want any fair investigation, preferring to do all their work in abusive newspaper articles, hoping thus to weaken our influence and damage our character. But their effort was in vain. The infamous plot was discovered and exposed, and our enemy is routed. THE TEACHER is stronger than ever before, and many hundred have been added to our list of very strong friends and supporters. Thus we are fully and triumphantly vindicated in the judgment of all reasonable and honest people, and we do not care what others may think of the matter, and the whole affair ends just as have all other efforts at malicious and envious persecution. No member of the party has any real cause for complaint. THE TEACHER will have nothing more to say on this subject.

THE "NORTH CAROLINA TEACHER FELLOWSHIP" in the Normal and Industrial School at Greensboro has been awarded this year to MISS BESSIE BATTLE, of Durham. We wish Miss Battle a most successful and pleasant year at the Normal.

THERE ARE rumors of many marriages this fall among the teachers. The man who succeeds in capturing one of our charming teachers for a wife is to be truly envied and congratulated. The degree of A. B.—a bride—seems to be popular with the teachers.

WE HAVE in contemplation some changes in the make-up of THE TEACHER, which will largely increase its educational value. Several of the most prominent and successful educators in the State have offered to help us in perfecting these desirable changes.

WE ARE glad to note that the University has adopted in the *Magazine* our suggestion that persons holding literary degrees shall, when using the letters, name the institution which conferred the degree. This plan gives the public much more respect for the honor and value of the degree when it has been conferred by a reputable institution.

THE "TIMES" are rapidly improving. The schools are full of pupils, and the commercial world is enjoying a return of reasonable prosperity. The educational journals feel this financial improvement quicker than most other interests, and THE TEACHER is very proud of the good number of renewals and new subscriptions within the past thirty days.

PLEASE note this: Has your school for the fall term yet begun? Where are you teaching? What is your present enrollment of pupils? Have you changed your residence for this term; if so, from what place? Who are your assistant teachers? Has any teacher removed from your community, married within the past month, or died; if so, when? Please "drop us a postal" in regard to these matters.

The University Magazine in its new form is a model of beauty and excellence. No other educational institution in America has so creditable an organ. It is able, dignified,

high toned, beautiful in appearance, and is entirely devoid of all the college slang and nonsense which is usually found in journals of this class. We truly congratulate the new managers of the *Magazine* on their work, which is indeed a credit to our State and an honor to our University.

WE CONGRATULATE our neighbor *The Southern Educator* on its greatly improved character since it changed editors. The journal has attained a much higher standard, and is wholly free from the columns of vile and dirty personal abuse which its former editor, Mr. Sheppe, seemed to be capable only of preparing for its readers. *The Educator* will find a hearty co-worker in THE NORTH CAROLINA TEACHER in all its efforts to build up our educational institutions and the interests of our teachers.

“TALK UP” your school; talk up your teacher; talk up your Teachers’ Council; talk up your county superintendent and your State school officers; talk up your Teachers’ Assembly; talk up your Southern Educational Association; talk up your State journal of education; talk up other teachers; talk up the cause of education in general, and stop *talking down* anything which concerns the educational interests of our children, or the improvement of our teachers. Some people seem to have made it their life calling to “talk down” everything good, particularly when the good thing did not originate with them. This is a mean spirit and is never seen in a true teacher.

THIS IS going to be the biggest year with the Teachers’ Assembly, and next June will bring the largest and best attendance at Morehead City that the organization has ever enjoyed. As this has been an “off year” by reason of the World’s Fair and other attractions, so 1894 will be an “on year” with all our educational interests concentrated at Morehead City. There are already being made contracts with some of the most prominent men of this country to be present at the session to entertain and instruct the vast

crowd of teachers and their friends. Very few teachers will leave North Carolina next June for any purpose, but they will be at Morehead City in full force.

The New York School Journal, the best school publication in this country, in its issue of September 9, contains the following editorial item: "If any man wants to make a lot of enemies let him get up a company of teachers to go on an excursion—or almost anything else. Col. Eugene Harrell, editor of THE NORTH CAROLINA TEACHER, got up a company to go to the World's Fair. He did his level best. He had every reason to try to please those who went, but some are not satisfied. Three letters have come to New York about the trip. Now, Emerson says that if the Angel Gabriel came down on earth fault would be found with him. Colonel Harrell did his best; what more would you do?" We know that Dr. Allen has had some experience in trying to serve the public without profit, and that, like other people, he has received abuse when he should have had the gratitude of the people whom he had served. It may be that in New York some teachers do the grumbling, but in North Carolina the teachers are generally reasonable and are satisfied, while it is the "friends" accompanying them who do most of the "kicking," and are intolerable in some of their demands. Teachers are generally reasonable, sensible and fair-minded people, and it is a pity that certain other persons are not more like them.

SOME ENVIOUS or malicious persons have frequently made war upon THE NORTH CAROLINA TEACHER and its editor, and occasionally they dupe a few good people into becoming their allies. At such times the leaders and instigators of the attack set truth and decency at naught, and plunge recklessly into the lowest order of slander and personal abuse. All these contemptible attacks, however, soon end in failure, while the instigators and their misguided abettors are vanquished in disgrace. This has been the

result with Sheppe, the tramp editor, and his associates, in their recent malicious war upon THE TEACHER in regard to its World's Fair trip. Sheppe wrote to every member of the party immediately on their return from Chicago, trying to make them believe that they had been imposed upon in some way in regard to the trip, and urged them to write immediately an abusive letter about the editor of THE TEACHER for publication in the journals which he so contemptibly edited. A few members of the party, being deceived by Sheppe, thoughtlessly fell into his snare and wrote such letters as he had advised, all of which he greedily published. Other members of the party sent letters to him, most complimentary to the entire management of the trip, *with a request that he publish them, but he proved his unparalleled meanness by withholding them from the public.* Finally, one of Sheppe's newspapers collapsed on his hands, the managers of the other paper gladly "accepted his resignation," and just the day before he was to be called before a committee for investigation as to the lies and villainous slanders which he had originated and promulgated, he hastily left the State for parts unknown! Thus ends Sheppe and his gigantic fraud, while the thinking people of North Carolina clearly understand his whole game and motives of the malicious persecution, and declare that the editor of THE TEACHER is thoroughly and fully vindicated of every charge which Sheppe has brought against him; therefore, we have nothing more to say in the matter. "Truth is mighty and shall prevail."

ABOUT OUR TEACHERS AND SCHOOLS.

MISS KATIE BUIE has a good school at Newton.

MR. SHEPHERD JOHNSON is teaching at Siler City.

MISS ANNA ELDREDGE is teaching a private school at Murfreesboro.

MISS SALLIE ELLIS, of Wilson, has resumed her school at Garysburg.

MR. N. W. BRITTON is teaching at Woodland, and has a good school.

MR. W. C. PARKER has a good school at Seaboard. Miss Mary E. Gay is assistant.

MR. C. D. JOHNSTON has a good school at Highland, Alamance County, North Carolina.

CATAWBA COLLEGE, at Newton, has already enrolled over one hundred and fifty students.

MR. W. J. HELMS, of Jonesboro, is principal of the Collegiate Institute at Batesburg, S. C.

THE SCHOOLS of Raleigh have an aggregate of near 3,300 pupils enrolled for the present term.

MR. JAMES J. BRITT is principal of Peterson Academy at Day Book. The school opens well.

REV. A. A. PIPPIN has a fine school at Finch, in Nash County. Over sixty pupils are enrolled.

MR. J. P. LEITNER (Wofford College) is principal of the excellent High School at Rehoboth.

MR. C. W. MASSEY has a school at Creswell, and the present success is greater than ever before.

MISS SYLLA WILLIAMSON (Chowan Baptist Female Institute) has a good school at Murfreesboro.

MISS CHLOE PARKER, of Raleigh, has taken charge of the school at Lasker, Northampton County.

OXFORD FEMALE SEMINARY, Prof. F. P. Hobgood, president, enters upon a very successful fall term.

MISS KATE W. FAIRLEY has a fine select school for young girls at Manchester, Cumberland County.

MR. J. D. LENTZ is assistant teacher in the Male Academy at Raleigh, and the boys like him very much.

PROF. A. W. WHITE has been engaged as assistant teacher of music in the Institution for the Blind at Raleigh.

MISSSES HELEN AND ETTA McVEA (Saint Mary's School) have an interesting and successful private school in Raleigh.

MR. L. B. EDWARDS (University of North Carolina) has opened a preparatory school of high grade in Concord.

MISS ESSIE T. MARSHALL, of Philadelphia, is in charge of the primary department of the Graded School at Concord.

MR. JAMES SMITH has a prosperous school in Richmond County, and Miss Sinclair, of Sanford, is his music teacher.

MR. G. W. B. HADLEY has organized Fayette Military Academy, at Fayetteville, and has a fine outlook for success.

MISS ZELLA McCULLOCH (Guilford College) has a very pleasant and successful school in Orange County.

GUILFORD COLLEGE is enjoying an enrollment of one hundred and thirty students. It is a first-class co-educational institution.

MR. T. L. NORTHROP (University of North Carolina) is principal of Windsor Academy, Bertie County. The session began September 11.

MR. D. T. EDWARDS succeeds Mr. J. L. Crowell, deceased, as principal of Kinston College. Dr. R. H. Lewis is a teacher in the institution.

MR. S. L. JOHNSTON and wife have charge of the Academy at Roxobel. The session began September 14 with encouraging prospects. This is a good school.

NORTHAMPTON COUNTY is to be congratulated on having so energetic, efficient and progressive a man as Mr. Andrew J. Connor for superintendent of its schools.

THE PEOPLE of Raleigh are talking of erecting another public school building in the western part of the city. Truly the Capital is getting to be a "city of schools."

CAROLINA CHRISTIAN COLLEGE at Ayden, Pitt County, opens with gratifying prospects. Mr. L. T. Rightsell is principal, and he drills the students in military tactics.

MR. J. W. JOHNSTON is principal of the public school at Haw River, Alamance County. Mr. G. W. P. Cates is the assistant. One hundred and fifty pupils are enrolled.

MISS MATTIE A. WHITAKER, of Enfield, who had charge of the music at the Teachers' Assembly last June, has accepted a good position with the Ludden & Bates Music Company in Raleigh.

THE STUDENTS of Trinity College will use the "North Carolina Handbook," published by the Board of Agriculture, as a text-book. Good! The boys cannot know too much of our good old State.

MR. GEORGE H. CROWELL, PH. B., is principal of the Classical and Military Institute for boys and girls at Franklinton. The school is well patronized and the people are pleased with its good work.

MISS LOTTIE B. HARDY, a most estimable young lady and teacher, of Coleraine, N. C., and graduate of Littleton Female College, has accepted a position as teacher at Beech Spring, Perquimans County.

PROF. JOHN A. SIMPSON, teacher of music in the Asylum for the Blind at Raleigh, had a slight stroke of paralysis on September 16th. We are glad to state that he is regaining his usual strength.

MISS LOLA S. STANLEY is the principal of Oak Lawn Institute near Laurinburg. Miss Ella Spencer is in charge of the Music department. The school is flourishing, and this year will be one of its best.

PEACE INSTITUTE, at Raleigh, began work September 12 with a larger enrollment than ever before. This is one of the finest schools in the South, and it has a Faculty that is unsurpassed in this country.

ALBION ACADEMY AND NORMAL AND INDUSTRIAL SCHOOL FOR THE NEGRO RACE at Franklinton opens with a good attendance. Rev. J. A. Savage is principal, and he is an energetic worker for his people.

THE UNIVERSITY has three hundred and eighty students. President Winston has set high water-mark at four hundred students for the term. The tide is rapidly rising, and it may prove a "flood tide" of prosperity.

MISS MARY PERRY and Miss Minnie Cade have charge of Franklinton Female Academy. The school has a prosperous enrollment, and the teachers promise entire satisfaction. Mrs. Z. V. Peed is teacher of Music.

AULANDER MALE AND FEMALE ACADEMY is in charge of Rev. E. S. Reaves (Wake Forest College), principal. The assistants are Miss S. R. Darden (Chowan Baptist Female Institute) and Miss Alice Ferrell, of Raleigh.

MR. W. H. JONES, B. L., has charge of Fairview College at Trap Hill, Wilkes County. The institution has a Faculty of seven experienced teachers, and over one hundred and fifty pupils are already enrolled for the present term.

MESSRS. MORSON AND DENSON are to be truly congratulated on the almost phenomenal success of their school—Raleigh Male Academy—whose students always stand the very best examinations at the University and the colleges.

CEDAR ROCK ACADEMY, under the fine management of Rev. W. A. Smith as principal, and Miss Lula Long and Mr. C. C. Teague as assistants, is greatly prospering. About sixty pupils, with twenty music scholars, are enrolled.

MR. JAMES F. BROWER, A. M., and Mr. Howard Ronthaler, Ph. B., are in charge of the Boys' School at Salem. The enrollment for the past term was seventy-five students. The school is excellent, and publishes a neat catalogue.

FRIENDSHIP HIGH SCHOOL AND BUSINESS INSTITUTE is one of the best schools in Alamance County. Mr. E. Lee Fox is principal. The third term has just begun with over forty pupils enrolled, and the number steadily increasing.

MR. E. E. SMITH, President of the North Carolina Industrial Association, has been elected principal of the Graded School of Asheville for the Negro race. He is a good teacher, and our Asheville friends have made a wise selection as principal.

MR. A. P. HARRIS (Wake Forest College) is principal of the High School at Troy. Mr. E. D. Harris is his assistant, and Miss Ada Wade

(Greensboro Female College) is teacher of Music. Tuition from \$1.25 to \$3.00 a month, and board only \$7.00 a month.

MISS JOSEPHINE FORREST, who has been teaching for several years at Mebane, has accepted the position of principal teacher in the Female College at Staunford, Ky. Miss Forrest is a very fine teacher, and we commend her most cordially to our Kentucky friends.

MR. J. A. MCARTHUR, JR., has a very prosperous school at Lumber Bridge. Miss Sudie H. Gay (Wilson Collegiate Institute) and Miss Mary McArthur are his assistant teachers. He writes, "We are much pleased with your School Map of North Carolina, by Collier Cobb."

GREENSBORO FEMALE COLLEGE, under the management of President F. L. Reid, begins the fall term with the buildings almost overrun with pupils. The increasing prosperity of this venerable institution gives much pleasure to its thousands of friends throughout North Carolina.

MR. ALBERT HARRELL, of Dunn, has taken charge of a good school in Sampson County. This is his first work as a teacher, and we are glad to know that the school is very successful under his careful management, and all patrons are greatly pleased with the work of their young teacher.

MR. F. S. BLAIR is principal of the Ramseur High School in Randolph County. He is assisted by Miss Sue J. Farlow (Guilford College) and Miss Etta F. Watkins (Greensboro Female College), and others in the primary department. The school is three years old, and is succeeding finely.

THE CITY SCHOOLS of Durham, under the very efficient management of Superintendent E. W. Kennedy and his excellent Faculty are enjoying unusual success and popularity. We congratulate Superintendent Kennedy upon the splendid condition into which he has brought his schools.

SUPT. E. P. MOSES, of the Raleigh Public Schools, has organized a regular Teachers' Training Class, which is intended to prepare persons to take positions in the city schools as vacancies may occur. The class is very successful, and Mr. Moses is the best practical trainer of teachers that we have in North Carolina.

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE, at Raleigh, has one hundred and fifty students. This number is larger by thirty-eight than ever before. A new dormitory has just been completed for this term, and another will be required for next year. This very popular institution is rapidly becoming even more popular.

WE LEARN that Chowan Baptist Female Institute at Murfreesboro, Prof. J. B. Brewer president, has a very fine opening for the 1893 term. Professor Brewer is one of the best educators in North Carolina and the South, and we are glad to know of his prosperity in "the honored calling." His patronage comes mainly from Eastern Carolina and Virginia.

CAPE FEAR ACADEMY at Wilmington is one of our best preparatory schools. Mr. Washington Catlett, the principal, is a thorough teacher, and he is assisted by Messrs. E. S. Tillinghast and E. P. Willard. The twenty-first session began September 18, and the enrollment is larger than ever. North Carolina is truly proud of such preparatory schools.

SHAW UNIVERSITY AND ESTEY SEMINARY, at Raleigh, began a very successful year's work on October 12. Rev. H. M. Tupper, D. D., the president, has done more for the education and improvement of the Negro race than any other man in the South. The good effects of his work with these people will be seen and felt for centuries throughout the Southern States. May he live long to continue his good work.

MR. J. E. KINSLAND, who for several years was principal of the Academy at Clyde in Haywood County, has accepted a position as Professor of Latin in the Southern Normal University at Huntingdon, Tenn. This institution has had a wonderful growth and has doubled its enrollment during the past two years. The expenses of the school are very reasonable, board being \$5 a month, and the entire expenses for a year only \$125.

SAINT AUGUSTINE NORMAL SCHOOL, at Raleigh, for the Negro race began the fall term September 27th with a fine attendance. This is an institution under the special patronage of the Episcopal Church for the education and elevation of the colored boys and girls of North Carolina. Its continued success is very gratifying to all our people. During the vacation Rev. A. D. Hunter, associate principal, has made many improvements in the property, and the appearance of newness and cleanliness is very pleasing.

THE CITY GRADED SCHOOLS, of Raleigh, began the fall term on September 15 with a very large enrollment. The public schools in the Capital City are very popular with the people, and the attendance represents the best families of the city. The work done by the schools is in every way satisfactory to their patrons. Superintendent E. P. Moses gives to these schools the very highest ability of an experienced educator, supplemented by indomitable energy and perseverance which always bring great success. The corps of teachers is unsurpassed in any school of the kind in this country, each teacher being a specialist in her particular department of work. Recent vacancies in the Faculty have been filled by the election of Miss Margie Busbee and Miss Laura Devereux, of Raleigh.

ONE OF the most successful of our first-class schools is Elon College. This is a co-educational institution under the control of the Christian Church. With large and beautiful grounds at Elon College, new and elegant buildings, an able and progressive Faculty and an excellent course of instruction the institution takes place in the front rank among the most popular schools of our State. Rev. W. S. Long, D. D., is the

energetic and progressive president of the school, and we congratulate him on the gratifying success of his excellent educational work. Co-education is the true and natural principle of training our children, and such institutions, properly managed as are other schools, are always successful and peculiarly gratifying and satisfactory to their patrons and to the public.

DAVIDSON COLLEGE opened on the 14th of September with very fine prospects. Prof. W. R. Grey, Ph.D., of the Johns Hopkins University, entered upon his duties as Professor of Latin and French. Mr. J. B. Wharey, A. B., has been added to the teaching force as Assistant Instructor. Mr. John R. Schenck, A. B., has been employed as Assistant in the department of Physics. Special instruction in athletics and vocal music is provided. A new gas machine has just been put in for the use of the Chemical and Physical Laboratories. And all departments of the institution are kept fully abreast with the needs of the day. The high moral tone of the institution and the thorough educational work done there are too well known to require special comment. The damage done to Wiley Lake by recent floods will be repaired at an early day. While old Davidson declines to take any part in inter-collegiate athletics, large and ample provision is made for physical culture, gymnastic, athletic, and aquatic sports and games on her own campus. The first decade of her second semi-centennial gives promise of increasing success and usefulness.

CUPID AMONG OUR TEACHERS.

Many strange things in this age we see,
 For girls can now take a learned degree,
 And *our* girls all have, we're happy to tell,
 Joined to their names the A. B.—"A Belle,"
 And yet 'tis well known, to all, far and wide,
 They soon take another A. B.—"A Bride."

MR. W. J. MATTHEWS, teaching in Gates County, Married MISS MARY JOHNSON, of Richmond County, on September 20, Rev. M. L. Kessler officiating.

PROF. WALLACE CARL RIDDICK, of the North Carolina Agricultural and Mechanical College, married MISS LILLIAN IRENE DANIEL, of Weldon, on Wednesday, October 18.

MISS MINNIE E. DICKSON, of New York, is a teacher in the Government Training School for Cherokee Indians at Yellow Hill, Buncombe County. In July she was married to MR. RICHARD H. SMITH, a handsome young Indian known among his tribe as Cha-lah-kee. Much opposition to the marriage was made by Mr. Andrew Spencer, superintendent of the school, but the Government transferred him to Oregon and the lovers were married without further hindrance.

IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust,
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost loved ones will be found again."

MISS KATIE WALTON, of Salisbury, one of the music teachers of Mt. Amoena Seminary at Mt. Pleasant, died at that place on Tuesday, September 26, 1893. Miss Walton was a lady of lovely character, with a sunny disposition and manners that unconsciously attracted those who met her. She was popular with the pupils, and her death is a terrible blow to the associates so much attached to her.

AT RECESS.

TEACHER—"Can any of you boys tell me what the Great Plague was?"
Tommy—"Lessons."

TEACHER—"Spell 'slippers,' Johnny." Johnny—"S-l-a-p-p-e-r-s."
Teacher—"That spells 'slappers.'" Johnny—"Same thing."

A LITTLE school pupil recently astonished her teacher by saying that a circle was "a line that was crooked all the way 'round."

A CHILD being asked what were the three great feasts of the Jews, promptly and not unnaturally replied, "Breakfast, dinner and supper."

TEACHER—"I am glad to see you working so diligently at your writing lesson." Little Boy—"Yes'm; I want to get so I can write my own excuses."

TEACHER—"What part of speech is phonograph?" Big Boy—"A noun of the feminine gender." Teacher—"Why feminine?" Big Boy—"Because it always talks back."

"How MANY kinds of time are there?" asked a music teacher in one of our public schools the other day. "Two," answered a small boy, after some hesitation on the part of the class. "What are they?" asked the teacher. "Day-time and night-time," replied the boy.



P. B. GIBSON.
INSTRUCTOR BUSINESS DEPARTMENT LITTLETON HIGH SCHOOL.

THE NORTH CAROLINA TEACHER.

VOL. XI. RALEIGH, NOVEMBER, 1893.

NO. 3.

EUGENE G. HARRELL.

Editor.

THANKSGIVING.

—
BY WILLIAM G. PARK.
—

To the Giver of all blessings
Let our voices rise in praise
For the joys and countless mercies
He hath sent to crown our days;
For the homes of peace and plenty,
And a land so fair and wide,
For the labor of the noonday,
And the rest of eventide.

For the splendor of the forest,
For the beauty of the hills,
For the freshness of the meadows,
And a thousand sparkling rills,
For the blossoms of the springtime
And the memories they bring,
For the ripened fruit of autumn,
Do we thank Thee, O, our King.

For the wealth of golden harvests,
For the sunlight and the rain,
For the grandeur of the ocean,
For the mountain and the plain,
For the ever changing seasons,
And the comforts that they bring,
For Thy love so grand, eternal,
We would thank Thee, O, our King.

QUALIFICATIONS NECESSARY IN THE HEAD OF A PRIVATE SCHOOL.

BY GEORGE G. GROFF.

In order that a private school may meet with success there are certain qualifications which must exist in the principal, without which it is hardly possible for the school to prosper. Some of these qualifications we will try to plainly state.

1. *He must be a business man.*—This is a first essential. He will need this qualification in the selection of a site for his school, in bargaining for its purchase or rent, in the selection of its teachers, in the collection of the tuition fees from his patrons, and if he boards his pupils, in the control of servants and in the purchase of household supplies.

One will not fail to observe how much is here required which is not needed in a teacher of public schools, nor needed in any teacher in a private school below the principal. Where the school belongs to a corporation, there is usually a division of labor, and often at the same time a deficiency of attention to details. As an illustration of what one man can do well, the writer may cite the case of the principal of the academy at which he spent four years: There were about one hundred boarders and one hundred and fifty day pupils. The principal was the *best teacher* the writer has ever known. He has never, after a wide experience, met another man or woman who could handle a class as did this man. And yet he did all the purchasing for the school, had full charge of servants, etc., besides making a full day in the class-room. This was a general academy and college preparatory school and was a great financial success.

2. *The Principal should be a man of broad training and culture.*—This is necessary because he is running a school in competition with other schools, both public and private.

The reputation of a school depends in greater part on the scholastic reputation of its teachers, and especially of its principal. From private schools many of the pupils go to college, and unless the principal is a well trained man, these pupils will fail of proper preparation, the reputation of the school will speedily decline, and all support from this desirable class of students will soon cease. In the preparation for his work, the principal should have studied the unity of education, and he should be thoroughly grounded in all the principles which underlie the theory of educational science.

3. *He should be a social man.*—To a public school or to a college, pupils are *sent* as a matter of course. They must *be drawn* to a private school. The reputation for scholarship possessed by the principal and by his faculty will in part do this, but the social qualities of the principal will be a large element in drawing pupils to the school. His manner of meeting pupils and their parents in social intercourse will largely determine his success or failure.

4. *He should be a man of settled religious convictions.*—This is a religious nation. Parents adhere to widely different sects, or to none at all, but they all desire their children trained by upright, moral, religious men and women. The success of a principal will in large measure depend upon the manner in which he impresses his patrons and the community as a moral and religious man. If he is immoral, or unsettled in his convictions, his school will certainly suffer.

5. *He should possess good health.*—At least in the years when the school is being established the principal will need vigorous health to perform his arduous tasks. Later, when the school is on a sound basis, much of the work may be removed from the shoulders of the principal. Physical perfection in the teacher is the ideal, and always, where possible, it is to be attained.

6. *He must possess executive ability.*—This, in part, is implied when it is stated that he must be a good business man. But a knowledge of men and how to control them is needed in the principal. He is the court of last appeal in cases where trouble arises between servants, pupils or teachers. If he cannot control all these and maintain harmony, there can be no hope of success for his school.—*New York School Journal.*

NORTH CAROLINA SCHOLARSHIPS AT NASHVILLE, TENN.

The following North Carolinians hold scholarships at Peabody Normal College, Nashville, Tenn., for the next two years, having obtained them by competitive examination:

W. R. Thompson, Statesville, Iredell County, N. C.

W. R. Truman, Dobson, Surry County, N. C.

W. A. Goodman, Goodman, Anson County, N. C.

John D. MacRae, Fayetteville, Cumberland County, N. C.

Charles S. Kirk, Unionville, Union County, N. C.

Miss Stella Passmore, Carey, Wake County, N. C.

Miss Canary Harper, Snow Hill, Greene County, N. C.

Miss Rosa B. Gill, Gillburg, Vance County, N. C.

Miss Jessie Sharpe, Stem, Granville County, N. C.

Miss Mary E. Holt, Goldsboro, Wayne County, N. C.

Miss Daisy Crump, Tillery, Halifax County, N. C.

Appointed to fill vacancy caused by resignation of Miss Hattie Jackson, on account of ill health:

Miss Ida Montgomery, Raleigh, Wake County, N. C.

Appointments made by Dr. Payne, President of the College, from non-scholarship students heretofore attending the College from this State at their own expense:

Solomon M. Cheek, Whitehead, Alleghany County, N. C.

Alonzo C. Reynolds, Sandy Mush, Buncombe County, N. C.

Rufus P. Kirk, Palmersville, Stanly County, N. C.

Miss Ineva Gash, Calhoun, Transylvania County, N. C.

INSEPARABLE LINKS.

The fall will be the beginning of the school life of many children. On a good beginning depends the whole after career. Of the first importance is the sanitary condition of the school-room.

What are the arrangements for light, heat, and ventilation? How is the room furnished? Whichever parent has the keenest apprehension of the importance of the atmospheric condition of the school-room should make these conditions the subject of investigation.

These matters are quite as important as the kind of teaching the child will receive. Bad manners and English, if developed in the school-room, may be corrected and controlled at home, or a change of teacher or school be accomplished. But the effects of bad light or ventilation, of improper heating or furnishing, require scientific, and therefore expensive, treatment to overcome, if it can be done at all.

It is barbaric, the indifference in too many homes to the school-room and its surroundings and care. There are men and women going through life suffering from physical limitations due to the improper sanitary conditions of the rooms in which their school life began; they are the victims of ignorant or indifferent parents. The round shoulders and crooked backs that detract from the appearance of so many men and women are the results of sitting in chairs, hours at a time, with the feet hanging unsupported. Sight is imperfect because no one noticed that the light did not strike the page or the desk properly, or that the map or blackboard was too far from eyes of limited range of sight. Lungs lack their full power because no one thought of the importance of lung room, and pure air to fill it.

We have made great strides in education, but there are miles of road to travel before there shall be that close and

intelligent relation between the home and the school that there should be; before there shall be that sympathetic interchange between parents and teachers that is necessary to the fullest comprehension of the child's needs and limitations.

It is a disgrace to parents that their appearance in the school should be the cause of embarrassment to either teacher or pupil, and doubly disgraceful if their appearance is a source of anxiety only because it means a complaint.

If there is cause for censure only, the fault doubtless is due as much to the home regime as to the school; the failure or the success of the school life depends on the combination, and the closeness of the combination, of the two. Neither is alone responsible for the health or the progress, mental, moral, or spiritual, of the child. The child is the record of the two forces molding his life, determining his future. This being true, success depends on their intelligent combination, not on the critical separation of the two or in indifference about either.—*The Outlook.*

DO NOT BUY A "REPRINT WEBSTER."

The scholar a "Webster's Dictionary" bought,
It looked both cheap and new;
And as he took it home he thought
He'd saved a dollar or two.

Into his book he made a dive
To find a modern word;
But of the word, as I'm alive,
That book had never heard!

He gave the search up in despair
And turned to title page;
"This reprint," cried he, "I declare,
Is fifty years of age!"

HAD PHILOSOPHY ON HER SIDE.

"Spell toes," said the mother, who was teaching her little daughter, seven years old, to spell.

"T-o-z-e," answered the little child.

"No, dear, that's not right. T-o-e-s spells toes."

"But it sounds like t-o-z-e."

"I know it; but you cannot go by the sound."

Then, in order to force this proposition, the mother called on her daughter to spell froze.

"F-r-o-e-s," said the child.

"No, you're wrong again. This time we do use z and spell the word "f-r-o-z-e."

"Huh!" grunted the child.

"Now spell rose," said the mother.

The child hesitated. Finally she said: "I don't know whether to say r-o-z-e or r-o-e-s, and really I don't know that either would be right."

"Spell it r-o-s-e," said the mother, "though there is another word pronounced just like it that's spelled r-o-e-s. That word is the name of the spawn of fishes."

The poor child looked very miserable.

"Just one word more," said the mother. "Tell me how you spell blows."

"Well," said the child, who had quite enough nonsense, as she viewed it, from her mother, and had suddenly made her mind to pay back in kind, "I spell it three ways. I spell it b-l-o-s-e for breakfast, b-l-o-e-s for dinner, and b-l-o-z-e for supper."

"I spell it b-l-o-w-s all the time," said the mother.

The child said nothing for a minute or two. Then, looking up, she solemnly remarked:

"I think, mamma, that the American language was made for persons very, very well educated."—*Kind Words.*

"I LOVE" IN THIRTY LANGUAGES.

A French amateur has amused himself by finding out how the verb "I love" is written in thirty different languages. Considering that no less than 53 different languages are spoken in Europe, 153 in Asia, and so on, the result of the French gentleman's researches amounts only to a very small fraction of the 860 different languages that are spoken on our planet, and in which the lover may convey the blissful intelligence to his best girl. However, the result may be of some interest:

In English—I love.

In French—J'aime.

In German—Ich liebe.

In Dutch—Ik lieb lief.

In Swedish—Jag alskar.

In Danish—Jeg elsker.

In Norwegian—Jeg elsker.

In Latin—Amo.

In Italian—Amo.

In Spanish—Amo.

In Portuguese—Amo.

In Russian—Lioubliou.

In Polish—Kocham.

In Hungarian—Varok.

In Greek—Aghapo.

In Turkish—Sereyroum.

In Armenian—Gesirem.

In Roumanian—En illbseb.

In Biscayan—Maitatzendet.

In Hindoostan—Main bolta.

In Persian—Doustdarem.

In Arabic—(Egypt)—Nef'al.

In Arabic—(Algeria)—Nehabb.

In Cambodie—Khubom sreland.
In Malay—Sahya sika.
In Annamitish—Toi Thu'o'ng.
In Chinese—Ouo hihouang.
In Japanese—Watakusi wa suki masu.
In Briton—Karan.
In Volapuk—Lofob.

CHILDREN'S TREES.

One of the most useful lessons which may be imparted to a child is thorough instruction in the method of planting a tree.

In a country like ours, where reverence for natural beauty was so long in danger of becoming one of the forgotten virtues, it would be well if parents would foster it by such means as lie in their power.

Arbor Day, which is an excellent thought, will do much perhaps in this line, but cannot rival instruction at home, which from the nature of things may be far more thorough and practical, as it may be made to take a deeper hold upon the child's affection.

A tree planted by the teacher or by two or three of the older pupils in the sight of the others is of course an object lesson of no slight value. But a tree, shrub or vine planted in the home grounds by the child itself, with some judicious help and comment from the parent, becomes at once a source of pleasure and pride; its welfare is carefully guarded, and it will prove henceforth a fruitful teacher of patience, thoroughness and order.

These early weeks of the mellowing earth and ascending sun, when vegetation is awakening and the soil is ripe to receive the dormant plants, suggest the hope that some of these lessons, thus latent in it, may not be lost to the generation of little men and women coming up all about us.—

Boston Transcript.

A CODE OF ETHICS FOR TEACHERS.

PREPARED BY R. B. DUNGEON, MRS. ADA RAY COOKE AND C. A.
HARPER, WISCONSIN.

Every individual on entering the work of the teacher incurs an obligation to maintain the dignity of the vocation and to make it honorable in the eyes of men.

There is no vocation in which a greater purity of character and a higher standard of moral excellence is required than that of teacher.

Any course of action which tends to diminish public confidence in the teacher or his vocation must be termed a violation of the principle, if not the letter, of a code of ethics.

Every teacher should entertain a due respect for the wisdom and judgment of his seniors. In turn, teachers of experience and standing should extend every courtesy and render every assistance possible to young teachers just entering the work. In general, every teacher is under obligation to aid and encourage his fellow-teachers by a friendly recognition and appreciation of their work.

For a superintendent or principal without the consent of the proper authorities, to make tempting offers to teachers in other schools, or to recommend the appointment of any teacher to a position, the acceptance of which offer or position will necessitate the breaking of a previous contract, is inconsistent with the principles of ethics.

It is unbecoming to the dignity of the teacher to criticise a predecessor. It is a part of the true teacher to adjust himself to the conditions as he finds them, and to plan his work according to the needs of the situation.

It is the duty of the retiring teacher to make all conditions as favorable as possible for his successor, and to hold himself in readiness to give him necessary aid and encouragement. For a teacher, however, to claim any proprie-

tary right in his former school, to manifest undue interest by frequent visits, or to assume a dictatorial manner toward the new management, is prejudicial to the interests of the school and embarrassing to the new teacher.

It is derogatory to the dignity of the vocation to gossip about the failures and faults of other teachers.

The very act of tale-bearing and detraction is vicious. To slander a fellow-teacher is not only a violation of a teacher's code of ethics, but is dishonorable and base.

To be constantly casting about for a new position, to be importunately demanding higher wages, or to be manifestly out of harmony with his surroundings, is discreditable to the teacher and annoying to the school board.

The welfare of the State demands the education of the child. The education of the child necessitates the teacher. The teacher, therefore, exists for the child, not the child for the teacher. The needs of the child must determine and define the duties and responsibilities of the teacher.

The needs of the pupil demand that the teacher enter upon his work with an open-minded, magnanimous and manly spirit; with a confidence and dignity which rest on a broad and accurate scholarship, and on a thorough knowledge of the principles of education.

The interest of the child demands that the teacher be a model in appearance, habit and conduct.

Levity, sarcasm, innuendo, ridicule or remarks in any way reflecting on the character of the pupil or the school in general, are beneath the dignity of the true teacher.

Between the teacher and pupil there exists a confidential relation which should be duly respected by the teacher. Peculiarities and faults of individual pupils should never be made the subject of conversation in private or public circles, and need not be mentioned except to parents or guardians, and then only for a beneficent purpose.

Never offer to take a school for a lower price than is paid the teacher who is already in charge. This belittles your work.

Do not look at your own work from the big end of the telescope, while you see others' only from the little end. This is conceit.

Do not make favorite pupils of the children of members of the school committee unless they fairly deserve such distinction by reason of intelligence and industry much superior to all other pupils, and this is rarely the case.

COUNTY SUPERINTENDENCY.

The demand for the most intelligent county supervision is on the increase. Judicious supervision is a powerful agency in producing beneficial results.

Among the duties of County Superintendents may be noted: Distribution of blanks, instruction as to keeping school records, advising committees as to the best plans for school-buildings, visiting schools, aiding teachers in classifying, examining classes to test the proficiency of the teacher holding certificates, delivering lectures, conducting institutes and raising the scholarship of the schools. The value of these things cannot be estimated in dollars and cents.

The success of the schools, the quality of the teaching force and the interest of the cause of education in general depend largely upon the influence and work of the County Superintendent.

THERE SHOULD be placed before every teacher an *ideal manhood* as his highest aim; and, whether in a primary school or the University, he should continually strive to approach that divine model.

SPELLING AND ORTHOEPIY.

Accurate scholarship and habits of close observation may in many cases be judged by one's spelling. To say that many thoroughly educated persons are poor spellers is neither a compliment to their scholarship nor is it a correct statement. The man whose close and critical observation trains him to distinguish differences in color, form, etc., is equally critical with reference to the spelling of the words he writes, if his culture of perception, particularly as regards form, is worthy of the name. The man who accurately distinguishes form in crystals, flowers, petals, sepals, etc., ought to distinguish it in words, unless his culture is altogether one-sided.

If we wish to make pupils excellent spellers, we must cultivate the powers of observation and memory. If habits of carelessness and inaccuracy are allowed to be formed in childhood, no ordinary effort in after life can overcome the defects or supply the deficiencies that result from such bad habits.

Teachers should give close attention to this important subject, for truly it has been said: "To spell one's own language well is a great credit; but to spell it ill is a disgrace," because it indicates extremely poor attention and loose scholarship. One cause of the frequency of poor spelling may be found in the neglect with which the spelling lesson is treated in schools. It is often crowded into a few minutes and passed over in a hurried and imperfect manner, and if any exercise must be omitted the spelling lesson is the neglected one.

From the beginning teachers should let their pupils understand that the spelling lesson will always receive its due share of attention and its due time.

As soon as the pupils can write, which, in a well conducted school, is about as soon as they can read, special instruction in spelling with script letters should be intro-

duced, and pupils should learn to spell orally the words in their other lessons. If accuracy and neatness in every particular be required, habits of careful attention will be formed. Pupils should be taught to spell correctly before twelve years old, for this habit is seldom acquired after that age.—*Central School Journal*.

A PLEASING METHOD.

A writer discussing the well known custom of only calling upon the willing pupils to recite, very sensibly says:

“To require children, in recitation, to hold up their hands when they can answer a question asked, and then always to designate one whose hand is raised to answer it, is a good way to make a school show off, and appear to be doing well as long as one or two masters the lesson or different parts of it. It is a very pleasing method. It pleases the smart pupils, because it enables them to show off. It pleases the lazy pupils because it enables them to avoid the humiliation of failure. It pleases the visitors because ‘questions are answered so promptly and correctly.’ It pleases the teacher because it makes a poor school pass for a good one, and pleases everybody else.

“A method so pleasing is likely to fall into disuse, and yet the pupils whom it permits to remain silent, are the very ones who most need to be drawn out by judicious questioning. A method more pernicious would be hard to find, unless it be that of asking questions of the whole class and permitting them to answer ‘when the spirit moveth.’

“Lessons in advanced classes should be recited by topics, and the topics should be assigned impartially. A good way is to write the names of the classes on cards, and after thoroughly mixing the cards, to assign the topics in order to pupils named on the cards as they are taken from the top of the pile.”—*Intelligence*.

THE GREAT NEED OF THE SCHOOLS.

What our schools need, beyond appropriations, beyond good teachers, beyond capable supervisors, beyond an energetic school board and a capable superintendent, is the cordial support of the people at large.

In the pressure of the duties of life upon all people the school is one of the things taken for granted. With the churches unable to exercise a strong and central influence over the morals of childhood, with family care constantly being deteriorated by the pressure of business and society, the public school is continually being loaded down with duties and demands which weigh upon conscientious teachers, especially the large-minded and large-hearted women, who are the soul and strength of our public schools, and it is increasingly difficult to educate young people up to the proper standard in the knowledge of what they ought to know, and up to a proper appreciation of the relation of conduct to life.

This is where our public school teachers cannot be too earnestly or too warmly supported by those who put children in their hands. It may be too much to ask busy men and women who believe in the public schools to take an hour now and then to visit the school-rooms and show by their presence that they stand by this or that teacher; but wherever this is done—and in many places it is done—the results far more than compensate for all the trouble which they compel. You would scarcely be willing to let a carpenter build a house for you without the work being examined frequently by you. You ought to also examine the work of your teacher.

If there is any one class of unappreciated people in the community—unappreciated and yet deserving of the highest honor—it is the men and women who are our faithful servants in our public schools.—*Boston Herald.*

PROFESSOR P. B. GIBSON

OF LITTLETON HIGH SCHOOL FACULTY.

THE NORTH CAROLINA TEACHER is glad to welcome to the State every true and earnest teacher from other States who desires to live "in this fair land of ours" and give his talents and energies to the education of our children.

Professor P. B. Gibson, the subject of this sketch, and whose portrait is shown as frontispiece, was born a little more than a quarter of a century ago in southeastern Pennsylvania, and for several years has been a leader in educational circles.

He is a man of great energy and has an abundance of humor in his nature. He was educated at Virginia College, Stuart, Va., and accepted a position as instructor in that institution in 1889.

In the fall of 1890 he became a member of the Faculty of Littleton High School and Business Institute, Littleton, N. C., of which Prof. L. W. Bagley is Principal, in which position he has since remained, showing marked ability as a teacher. He is an excellent stenographer, one of the finest pen artists in the South, having become qualified in this latter branch at the widely known Zanerian Art College, Columbus, Ohio, and is a telegraph operator of several years experience. His work in pen art has been awarded first premium for its excellence wherever exhibited.

Professor Gibson chose the teaching profession because he loves the work. He has vigor of mind and thirst for knowledge, and persists in adding to his own stores without neglecting the improvement of those whom he teaches. He possesses the qualifications essential to the due performance of a teacher's duties, and may be briefly described as a Christian and gentleman—an active man, and one who

understands boys. He endeavors to cultivate in his pupils true manliness as the only step to something higher, and to instill earnest principles and moral thoughtfulness as the great and distinguishing mark between good and evil. His motto in his classes is to have as much as possible done by the pupil and as little as possible for him. He treats his students as gentlemen and companions, and makes them respect themselves by the mere respect he shows them.

Personally he is an agreeable and entertaining gentleman. There is in his nature an infinite capacity for fun and enjoyment. He likes a good story, and tells one with great relish. He is ever ready in speech, and his sentences abound in wit and sarcasm, and is dignified and courteous to all. He is very fond of travel and has seen a great deal of the world. He has for a long time been a member of the Presbyterian church.

Professor Gibson in his character combines all the elements of a true teacher, and his whole individuality is so evenly balanced by these most desirable traits that his work in the school-room is eminently successful in all departments.

INTERESTING FIGURES.

Would you like to ascertain a person's age in a very delicate fashion?

Tell him to think of the number of the month of his birth, multiply by 2, add 5, multiply by 50, add his age, subtract 365 and add 115. The first figure of the result if from 1 to 9 inclusive, and the first two figures, if 10, 11 or 12, will denote the month of birth and the other figure or figures the age. Take, for example, a person born in March, third month. Multiply 3 by 2, add 5, multiply by 50, add 37 (age), subtract 365, add 115, and you have as a result 337—3 denoting birth month, and 37 the age.

IN THE SCHOOL-ROOM.

THE AMERICAN LANGUAGE IS SUFFICIENT.

“What are you doing, Mary,” asked the mother, “with the Webster’s International Dictionary”? “I am trying to find the word ‘per,’” said Mary. “There is no such word, my dear, to be found in our language,” replied the mother. “O, yes, there must be such a word, mother, for my teacher used it in this bill she sends to you. Here it is: ‘Tuition, \$3 *per* month.’” “Why, my child, that is a Latin word.” “Well, mother, the American language has about one hundred and twenty-five thousand words, and it really seems to me that our teacher can tell the price of tuition without borrowing a word from a dead language or any other foreign tongue.” Right, Mary.

A CURIOSITY IN FIGURES.

Here is a curiosity that will interest the class in higher arithmetic: Multiply a number composed of the nine digits, 123,456,789, by 45, and the product is 5,555,555,505. Reverse the figures in the multiplier to 54, and the product is 6,666,666,606. Reverse the multiplicand to 987,654,321, and multiply by 45, and the product is 44,444,444,445. Reverse the multiplier to 54, and the product is 53,333,333,334. The first and last figures are the multiplier.

Use half the multiplier, or 27, and the product is 26,666,666,667. The first and last figures are the multiplier. Reverse the figures of the multiplier to 72, and the product is 71,111,111,112, the first and last being the multiplier.

AN INDIGNANT SCHOLAR.

Such a horrid jogafry lesson!
Cities and mountains and lakes,
And the longest and crookedest rivers,
Just wiggling about like snakes.
I tell you, I wish Columbus
Hadn't heard the earth was a ball,
And started to find new countries
That folks didn't need at all.

Now wouldn't it be too lovely
If all you had to find out
Was just about Spain and England,
And a few other lands there about.
And the rest of the maps were printed
With pink and yellow to say,
*"All this is an unknown region
Where bogies and fairies stay!"*

But what is the use of wishing
Since Columbus sailed over here,
And men keep hunting and 'sploring
And finding more things every year.
Now show me the Tampa River,
And tell me where does it flow?
And how do you bound Montana?
And Utah and Mexico?
—*Youth's Companion.*

THE COLORS on the North Carolina State flag have the following significance: RED, Divine Love. WHITE, Truth and Hope. BLUE, Loyalty. When these sentiments are carefully instilled into the minds of your pupils, you have made good and useful citizens of our country.

LAUGH.

Learn to laugh. A good laugh is better than medicine.
Learn how to tell a story. A well-told story is as welcome as a sunbeam in a sick-room.

Learn to keep your own troubles to yourself. The world is too busy to care for your ills and sorrows.

Learn to stop croaking. If you cannot see any good in the world, keep the bad to yourself.

Learn to hide your aches and pains under a pleasant smile. No one cares to hear whether you have the earache or rheumatism.

Don't cry. Tears do well enough in novels, but they are out of place in real life.

Learn to meet your friends with a smile. The good-humored man or woman is always welcome, but the dyspeptic and hypochondriac is not wanted anywhere, and is a nuisance as well.—*Exchange*.

A FABLE FROM MOUSELAND.

BY WALTER BUELL.

Once on a time—I cannot tell just when—
Mice had no better sense than men,
And, taking mice in cottage and in hall,
My hero had the smallest sense of all.

One day, equipped with stick and gloves and hat,
To walk he went and met a pussy cat,
Who, straightway, purring, bade him pause awhile,
Remarking that she really liked his style.

Flattered, he stayed, this simple Mr. Mus,
(Such folly seems incredible to us),
And Puss cajoled him to his utmost bent,
Caressed him with an epicure's intent.

Declared in mouseland not a mouse could mate him—
Then, when he happiest was, she ate him.
This fable teaches, if it teaches aught,
That nothing dies in vain and comes to naught.

Poor mousie's fate a warning is to men
Of like vain, simple impulses, and then
Let us not fail to well remember that
The whole affair served to amuse the cat.

DOLLARS.

The word dollars is of German origin. In the middle ages there was a great variety of coins struck in Germany, the workmanship of some being good and of others bad, while the quantity of silver in coins nominally of the same denomination varied widely.

One mint, that in Joachimsthal, turned out peculiarly good coins and attained much fame. It became the habit to make contracts payable in coins struck at this place, and these coins became known as Joachimsthalers. This subsequently was contracted to thalers, and from this to dollars the transition was easy.

The origin of the United States mark for dollars is generally supposed to be as follows: The initials U. S. were written one over the other. For convenience in writing the bottom of the U was left off, and the result was the present symbol.

MR IOUS.

She looked at him and called him Mr,
Because in fun he'd merely Kr,
And then for spite
That very night,
This naughty Mr Kr Sr.

THE DELSARTE GIRL.

BY ALICE E. IVES.

Oh, the Delsarte girl,
Who goes with a whirl,
And objects to your way of walking.
Who knows how to sit,
And whose clothes don't fit,
And who owns a receipt for talking.

You must move in curves;
If your spine just swerves
One inch from the proper angle,
You must take a "course,"
Lest you go, perforce,
With your cords and joints in a tangle.

Your torso must be plumb,
You mustn't use your thumb
To express one kind of dejection.
You mustn't even wink
Before you stop to think,
Nor go upstairs without due reflection.

THE MERRIEST folks are the best I know,
For those who are laughing and gay
Are the ones who are willing to stop and show
Tired people an easier way.—*Selected.*

ONE TO-DAY is worth two to-morrows.—*Franklin.*

THE BEST love man can offer
To a God of love, be sure,
Is kindness to His little ones,
And bounty to His poor.

—*Said of Hans Christian Andersen.*

SPEED OF A WRITER.

A rapid writer can write thirty words a minute. To do this he must draw his pen through the space of a rod—sixteen and a half feet. In forty minutes his pen travels a furlong, and in five hours and a third, a full mile.

He makes on an average sixteen curves or turns of the pen for each word written.

Writing at the rate of thirty words per minute, he must make eight curves to each second; in an hour, 28,800; in five hours, 144,000; and in 300 days, working five hours each day, he makes not less than 43,200,000 curves and turns of the pen.

The man that makes but 1,000,000 curves has done nothing remarkable; there are those that make four times that number. Here we have in the aggregate a mark 800 miles long to be traced on paper by a single writer in a year.

In making each letter of the alphabet we make from three to seven strokes of the pen—on an average three and one-half to four.

WHEN AND WHERE TO USE CERTAIN WORDS.

Remember that the words “reason” and “because” should not be used together, the word “because” meaning “for that reason.” Do not say “The reason I ask you to do this is because you can do it so much better than I.” Use the word “that” in place of the word “because.”

Remember that the word “every” is always singular. “Let every girl do her own work,” not *their* own work.

It is well to remember that the word “delightful” is applied both to the pleasures of the mind and those of the senses, and can be used for all pleasures connected with the bodily senses except taste. “Delicious” is limited in general to the lower senses—taste, smell or feeling.

North Carolina Teachers' Assembly.

ORGANIZATION 1893-'94.

F. P. HOBGOOD (Oxford Female Seminary), President, Oxford.
ALEXANDER GRAHAM (Graded Schools), First Vice-Pres't, Charlotte.
EUGENE G. HARRELL (editor N. C. TEACHER), Sec. and Treas., Raleigh.

ELEVENTH ANNUAL SESSION, MOREHEAD CITY, N. C.

June 20 to July 3, 1894.

THERE will be a meeting of the old and new Executive Committees of the Teachers' Assembly in Raleigh on Wednesday, December 27, 1893, at the Varboro House. This is the regular meeting of the year to prepare programme for next session of the Assembly, audit the accounts of Secretary and Treasurer for the past year and attend to any other matter, in the interest of the Assembly. It is hoped that every member of the committees will attend the meeting.

FROM letters and other information coming daily to the Secretary, it is very reasonable to say that over three thousand teachers will attend the session of the Assembly next June. It may be now safely asserted, even so far in advance of the meeting, that not a single prominent educational institution in the State will be without representation in the next session of the Assembly. All your co-laborers will be there, and it will be such a happy reunion of friends and fellow-workers as is rarely seen in this State.

THE Assembly is very fortunate in securing the kind acceptance of Mr. Henry Blount to deliver the opening address at the eleventh session, Morehead City next June. Mr. Blount has been making a lecturing tour of the Western States, and the enthusiastic receptions which have been tendered him everywhere have placed him at the very front of all the popular eloquent and famous orators of this country. In every city where he has lectured his fame has been wonderfully increased, and North Carolina is truly proud of her "Henry Blount," one of the most gifted sons of the South.

THE EXECUTIVE COMMITTEE for 1893-'94 has been appointed as follows: J. M. Horner, Oxford; B. F. Sledd, Wake Forest; M. C. S. Noble, Wilmington; George A. Grimsley, Greensboro; E. A. Alderman, Chapel Hill; C. B. Denson, Raleigh; E. P. Moses, Raleigh.

The Constitution provides that this committee be appointed by the President, First Vice-President and the Secretary. The President selecting three members, and the First Vice-President and the Secretary each choosing two members. It is an excellent committee of the most prominent educators in North Carolina, and they are strong friends of the Assembly. The committee represents all our educational interests. The President and Secretary are, by virtue of the office, also members of the Executive Committee. President Hobgood specially requests that each member of the committee will bring to the meeting some carefully considered suggestions in regard to the programme next session. Every teacher and school officer is also invited to make suggestions or recommendations as to any work which it is desirable that the Assembly shall do. All letters along this line may be sent to the Secretary, and they will be laid before the committee at its meeting. It is intended that the 1894 programme shall be best of all.

EDITORIAL.

"Carolina! Carolina! Heaven's blessings attend her,
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her."

"HAS GEORGIA A NORMAL SCHOOL?" asks State School Commissioner Bradwell, and he answers "No." How is this, friend Bradwell? What is the matter with the school at Milledgeville?

THE BEST teachers are the cheapest at any price, and their value cannot be estimated by what they are paid. A good teacher is both a luxury and a necessity. We cannot, therefore, do without them to train our children.

WHEN YOU read this paragraph, take a postal card while this request is fresh in mind, write on it the latest information about your school and all the educational news of your community and mail it to THE TEACHER. You have our thanks in advance.

WE DO not know how it is with other educational journals, but with us most of the advertising agencies from whom we have accepted business have defrauded us by not paying the bills according to contract. We have carefully tried to refuse all advertising from agencies, not desiring any business of this kind, but occasionally we accept an order and generally get swindled. In future no advertising agency need apply to THE TEACHER for space unless cash accompanies the order, and we will cheerfully give any brother editor information about them whenever requested. We may be able to save other publishers from loss of both time and money in their advertising departments.

WE THANK our friends for sending in so many educational news items for this number of THE TEACHER. If your schools are not mentioned you may put the blame only upon yourself for not sending us the information as was requested. THE TEACHER wants to help every educational institution in North Carolina to attain greater prominence, success and usefulness.

FREQUENT SOLICITATIONS are made of us to publish papers read at Institutes and Teachers' Associations. We prefer communications written expressly for THE TEACHER. A paper for an Institute generally lacks the *potent* characteristics of a journal contribution. This is plainly and evidently true, as the local address bears the mark of the occasion for which it was written, and it is not usually suitable to the needs of the general reader.

THE COLLEGES of the State all have a very satisfactory enrollment for this term. We have not yet had any advices as to the progress the students are making in their studies, but we have been promptly informed by telegraph and through the public press that the foot-ball teams have been fully organized with "Jones as half-back and Brown as centre-rush." We may get later reports of such trivial affairs as literary examinations and class work, as these things are alleged to be a part of the curriculum in most colleges.

IT IS NOW time to begin preparations for your Christmas entertainments. There is an abundance of new and excellent material now ready from the publishing houses for any kind of Christmas celebration that may be desired, and you will find it very easy to make up an interesting and enjoyable programme. Every day-school and Sunday-school should have some appropriate exercises for the greatest holiday of all the year, and no school or teacher loses ground which brings the friends and patrons together in pleasant reunion and entertainment on this joyous occasion.

"SONGS AND HYMNS FOR NORTH CAROLINA SCHOOLS" comprises appropriate selections for opening and closing exercises of school, for exhibitions and other special occasions. It is just the book that will help both teacher and pupils to begin the day's work cheerfully and earnestly. Every child loves to sing, and most of them can sing, and an occasional song by the whole school during school hours will stimulate and encourage work wonderfully. Try this plan and you will be surprised most agreeably.

IT IS A PLEASURE to note that Hon. John C. Scarborough, our most faithful and efficient State Superintendent of Public Instruction, has accepted invitations to speak upon the subject of popular education at a number of places in the State. These addresses will bring the people and the school teachers closer together, and be of uncalculable benefit to the cause of general education in North Carolina. Mr. Connor, the enterprising Superintendent of Northampton County, has secured several appointments with Mr. Scarborough for addresses within his jurisdiction. The first was at Lasker, on November 8. We hope that our esteemed State Superintendent of Public Instruction will be able to accept many invitations to address the public throughout the State.

SEVERAL INTER-COLLEGIATE games of so-called "foot-ball" have recently been "played" or executed in this State. They have been attended by the usual loss of time from study, brutalism, pugilism and gambling, such as ought to satisfy the most enthusiastic of sports. Some of the students have not yet fully recovered of their injuries and other "marks of honor," and some never will, but the college athletic devotees consider this fact only a very trifling matter. The University of Tennessee sent a tramp foot-ball team roaming over the country, which no doubt includes the future statesmen of our country. This team has played

several inter-collegiate games in our State without being victorious a single time. North Carolina college boys are thoroughly trained to play foot-ball.

THE teacher who undertakes to prepare a boy or girl for life is under a solemn obligation to humanity to thoroughly train that pupil *intellectually, morally and physically*. If the education is neglected in any one of these directions the teacher has failed, and, besides, has done the child a great wrong. No man or woman should undertake to teach children who is not fully willing and competent to train them in these three great essentials of a true and useful life. It may be positively and truthfully asserted that the teacher who neglects the intellectual, the moral or the physical training of pupils is a "delusion and a snare," and yet there are thousands of so-called teachers in America who know nothing whatever of physical culture and but little of the science of morals. Shame upon all such! Are you one of these? If so, leave the school-room at once and forever, for you have no place there unless you are willing to fully prepare yourself for its responsibilities and its duties toward the children committed to your care.

EVERY SCHOOL should do the work which it professes to do when announcing its name, as only this is honest to the people. There is much difference in the work of high schools, academies, graded schools, colleges, normal schools and universities. Every teacher has a right to select any name for his institution that he may prefer, but he has no right to attempt to do work which is not indicated by the name he has selected. When patrons send children to an "academy," they expect academical work; if to a "college," they want a regular collegiate course, not "preparatory;" if to a "normal" school, normal training is demanded, and if to an "industrial" school, instruction in the industrial arts must be given. If an institution is

doing academical work it is only an academy, and it cannot be a college simply because the principal has so named it. Schools, above all things, should be thoroughly honest, and it is unbecoming the dignity of the honored calling for the principal of a high school to be masquerading the institution under the name of a "college."

ABOUT OUR TEACHERS AND SCHOOLS.

MISS LOVIE SPEARS has a good school at Vienna.

MISS EMMA OLIVE is teaching the public school at Dillard.

MISS NOTRE JOHNSON is assistant teacher in Randleman High School.

MR. F. P. ROCKETT is Principal of Mountain Grove School at Hickory.

MISS ZELLA McCULLOCH (Guilford College) is teaching in Orange County.

MR. J. C. KITTRELL (Wake Forest College) has a good school at Hertford.

MR. NATHAN ANDREWS (Guilford College) is teaching at Stony Creek, Wayne County.

MR. W. A. GILLON (Davidson College) is teaching in the High School at Preston, Md.

MISS ALMA HALL (Wilson Collegiate Institute) has a good school in Durham County.

MISS LULIE COMER (Wilson Collegiate Institute) is teaching near her home in Norfolk, Va.

MISS MAGGIE J. HUNTER is teaching at Havelock, Craven County, and has a good school.

MISS EMMA STANLEY (Guilford Collige) is teaching an interesting school at White Plains.

MR. GEORGE H. ROSS (Wake Forest College) is Principal of the graded school at Elloree, S. C.

MR. M. McKENNON (Davidson College) is Principal of a prosperous school near Sumter, S. C.

MISS MAGGIE BARRIER, of Mt. Pleasant, is teaching in the family of S. H. Hearne, of Albemarle.

MISS ELIZA MOORE (Peace Institute) has an interesting private school of seventeen pupils in Raleigh.

MISS SUE J. FARLAND (Guilford College) is assisting Mr. F. S. Blair in the High School at Ramseur.

MISS DORA MATTHEWS has a prosperous school at Deep River. This is her first experience in teaching.

MISS ANNIE COTTEN (Wilson Collegiate Institute) is assistant art teacher with Mrs. E. L. Bryan at Durham.

MR. WALTER MENDENHALL and Miss Berta Tomlinson (both of Guilford College) have a good school at Rural Hall.

MR. W. L. MCCOY is teaching at Steva, Graham County. He is now supplying his school with maps, globes and charts.

MISS PAULINE HELPER, of Davidson, has been elected to take charge of the art department of Huntersville High School.

MR. H. S. LEE has a very fine school at Morehead City, with sixty pupils enrolled. Miss Sudie Chadwick is assistant teacher.

MR. A. M. YATES (Wake Forest College) has charge of Green Level Academy, at Ewing. The school will continue eight months.

THE PUBLIC schools of Asheville have enrolled near 1,500 pupils this term. Mr. J. D. Eggleston, Jr., is the superintendent of the schools.

DR. C. ALPHONSO SMITH (Davidson College) has been elected Professor of the Chair of English in the University of Louisiana, at Baton Rouge.

MR. B. K. MASON (Wake Forest College) is Principal of the Academic Institute at Apex. He is an excellent teacher and is succeeding finely in his work.

TRINITY COLLEGE is making a fine showing this year. It has fifteen members of the Faculty and 165 students. The College financially is in a good condition.

MISS MAGGIE A. PARHAM is in charge of the school at Mizpah, Stokes County. She writes that she cannot do without THE NORTH CAROLINA TEACHER.

THE NORMAL AND FITTING SCHOOL at De Witt is a new institution, with Mr. F. A. Brown, Principal. Rev. W. A. G. Brown has charge of the normal department.

MR. J. F. MITCHELL has a prosperous school at Settle, Iredell County. He is an enterprising teacher, and is trying to introduce the very best text-books in his school.

REV. C. L. MCCracken is Principal of the Normal Institute for the Negro race, at Henderson. The school has a good Faculty, and it is enjoying a prosperous term.

REV. J. C. C. DUNFORD is Principal of Ochlawaha Institute, at Hendersonville. The school embraces four departments of instruction, and both boys and girls are admitted.

WAKE FOREST COLLEGE has nearly 200 students and the outlook is for large accessions to the number during the spring term. The financial condition of the College is better than ever before.

The public schools of Winston are accommodating a larger enrollment than ever before. Superintendent John J. Blair is very proud of his schools, and the schools are equally as proud of Superintendent Blair,—both justly so.

THE Littleton High School educational exhibit at the Warrenton and Weldon Fairs was awarded first premium at both places for the excellence of work exhibited. The entire exhibit was said by all who saw it to be the finest ever shown in the State.

THE METHODIST church of North Carolina is maturing plans for establishing a denominational Industrial and Normal School for girls. The entire membership seems to be united in the movement, and a number of wealthy persons will extend very substantial aid.

REV. THOMAS H. BROCK is Principal of Blue Ridge Academy, at Hendersonville. His assistants are Mr. S. M. King, Mr. U. G. Staton, Miss Virginia I. Miller and Miss Maggie Davis. The school is succeeding finely, and expenses of tuition and board are unusually light.

A SUBSCRIBER in Virginia writes: "Of the number of educational papers published, THE NORTH CAROLINA TEACHER, Raleigh, N. C., is the *ideal journal*, and always gives the latest news, most improved methods, and has an eye to business as well as to be useful to educators."

THE pupils of the eighth and ninth grades of the Goldsboro Graded School, assisted by superintendent and teachers, are publishing a most creditable little paper entitled *The Round Table*. The first number shows enterprise, care and ability, and we truly wish the venture a great success.

MISS HATTIE FEAGLES, of Minneapolis, Minn., a professional instructor of physical culture, will spend several months in Raleigh teaching this beautiful art. She is a pupil of the celebrated Mrs Louise Preece, who is perhaps the most accomplished female teacher of physical culture in the United States.

DR. WILLIAM D. GREEN, senior professor of the Theological Seminary, Princeton, formally announced to the students of that institution that foot-ball playing would be hereafter interdicted. "The rough and brutal game," he said, "does not comport with the purposes for which students are here, and must be abolished."

ROBESON INSTITUTE, of Lumberton, N. C., of which Prof. John Duckett is Principal, has a large attendance of pupils. Already 122 have enrolled, about thirty of whom are boarders. Several young men are studying for the ministry. There are five teachers, and it is contemplated to employ another teacher in a short time.

THE RUTHERFORDTON MILITARY INSTITUTE, Mr. E. E. Britton, Principal, is well patronized, having 125 pupils enrolled. The female annex is said to be a most decided success, and the girls are enthusiastic about drilling, which they are mastering in excellent style. The Faculty is a select one. Capt. D. B. Drewry, a graduate of Virginia Military Institute, is commandant of the cadets.

THE LAFAYETTE MILITARY ACADEMY at Fayetteville has taken rank among the finest military schools of the State, both as to curriculum and number of students. Nearly all the Southern States are represented, and the number of pupils is perhaps as large as that of any military school in the State. The prospects are very bright for the future prosperity and usefulness of this institution.

MISS LUCY ALICE JONES, daughter of the late Dr. T. M. Jones, has been awarded the Eaton vocal scholarship in Peabody Institute, Baltimore. Her many friends throughout the State will be glad to hear of her good fortune. She has musical talent of a high order, and her accomplishments are enhanced by a charming womanly personality that makes friends of all with whom she comes in contact. Miss Jones is a graduate of Greensboro Female College.

ONE OF THE most faithful and successful of our teachers is Mr. S. W. Outterbridge, of Robersonville, Martin County. He now has a good private school of twenty-seven pupils, and his course of instruction is confined to such branches as are taught in the public schools, with special practical and theoretical training of those preparing to teach in the public schools. He has furnished many excellent teachers to the superintendent for the schools of his county. He writes, "I have been a subscriber of THE NORTH CAROLINA TEACHER from the first number and take no other school journal."

AT RECESS.

The books and slates now put away,
And let us laugh a little while;
For those who work there should be play,
The leisure moments to beguile.

TEACHER—Tommy Figg, you may give a definition of a "gentleman" as the word is understood nowadays. Tommy—A gentleman is a feller that is so dead sure that he is better than all the other fellers that he does not ever have to say so.

THERE'S HEADS and heads and heads and heads,
Long heads, round heads, and flats;
Some heads are made to carry brains,
And some just carry hats.

"WHAT I don't like about our schools," said the boy who had been chastised, "is that they run too much to physical culture."

FATHER—"I didn't imagine your studies would cost me so much money." Son Graduate—"Nor I, father. I'm sure I didn't study very much."

IN THE LATIN CLASS.—Professor (innocently)—"You have done well in declining *juvenis*. Now I propose —." Miss Love (wickedly)—"Spare me, professor!"

HOSTESS—"What has become of Sandy Smith, who stood so high in your class?" Alumnus—"Oh, he's taken orders." "He's in the ministry, then?" "No; in a restaurant."

FOND PARENT—"I cannot interfere, Bobby; your teacher writes me that she thrashed you on principle." Bobby—"Well, she didn't. Don't you think I know where she licked me?"

"TOMMY," said his teacher, on the first day of school, "have you forgotten all you know?" "Well," replied Tommy, doubtfully, "I don't exactly know all I've forgotten."

"IN THE example on the board," said the teacher of the class in algebra, "what does the X represent? Lucy Forbes may answer." "It represents a—a pair of suspenders," hazarded the frightened little girl, regarding it intently.

SCHOOL SUPERINTENDENT—"You say the boy is noted for his untruthfulness. Have you tried all legitimate means to correct him?" Teacher—"Yes, but it's no use. Fact is, it's a case of heredity. His father is an eminent lawyer and politician, and his mother was formerly saleswoman at a bargain counter."

A CLASS in grammar was being examined. The principal asked for the definition of a noun. The answer was rattled off promptly: "A noun is the name of any person, place or thing. Example: Organ-grinder." "Correct. Why is organ-grinder a noun?" "Because it is the name of a person plays (place) a thing."

A TEACHER was drilling the children in music. "What does it mean when you see the letter 'f' over a bar or stave?" she asked. "Forte," answered one of the pupils. "And what does the character 'ff' mean?" There was a short period of deep thoughtfulness on the part of the children, and then one of them shouted triumphantly: "Eighty."

NO GRAMMAR WANTED.—A school teacher near Dawson, Ga., having instructed a pupil to purchase a grammar, the next day received a note thus worded from the child's mother: "I do not desire for Lula shall ingage in grammar as I prefer her ingage in yuseful studies and can learn her how to spoke and write properly myself. I have went through two grammars and can't say as they did me no good. I prefer her ingage in german and drawing and vokal music on the piano."

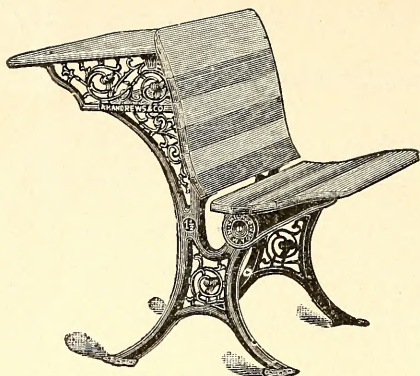
IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost loved ones will be found again."

MISS SARAH GARRISON, the founder of the Child Garden work in Asheville, died in Buffalo, New York, on the 16th of October in the twenty-seventh year of her age. Her remains were interred in Cincinnati, Ohio. She spent nearly five years in Asheville and she has a very wide circle of strong friends.

REV. J. C. PRICE, D. D., President of Livingstone College at Salisbury, died at his home on October 25, in the thirty-ninth year of his age, after a lingering illness. He was a native of Elizabeth City, and one of the foremost Negro orators of the world. He was a conscientious educator of his race, and a most useful citizen. His death is greatly deplored by all the people of North Carolina, and his good and useful life has been a noble example for his race. Dr. Price had raised, by his personal efforts, over \$75,000 for Livingstone College, and most of his largest contributors were residents of the North, where he was also very highly esteemed. North Carolina suffers, as does his race, in the death of so conspicuous, strong, earnest and eloquent a leader.

REV. H. M. TUPPER, D. D., President of Shaw University and Estey Seminary, died at his home on the premises of the institution in Raleigh, on Sunday morning, November 12, 1893. Dr. Tupper came to Raleigh in October, 1865, and began his work towards establishing Shaw University and Estey Seminary for the education and improvement of the Negro race. He selected Raleigh on account of the beauty of location and its healthfulness. His work has been eminently successful, having supplied a large number of our best teachers for the public schools for Negroes, and at the same time he has built up a property for the institution which is worth over \$175,000. His death is a great loss to the educational interests of North Carolina, and is deplored by all our people. His last words were, "I have stood my examination and have won the crown." His remains were interred on the campus midway between the two principal buildings, in the presence of the largest assemblage of people ever seen in Raleigh on a similar occasion. His grave will soon be covered by an appropriate monument to his memory.



SCHOOL SUPPLIES.

ANDREWS' NEW TRIUMPH SCHOOL DESK.

ANDREWS' NEW TRIUMPH

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STONE SLATE FOR BLACKBOARDS,

PHYSICAL AND CHEMICAL APPARATUS, and all Supplies used in the School-room.

The State Normal and Industrial School for Young Women, at Greensboro, N. C., has seated the entire building with our "New Triumph" Desks and Recitation Seats.

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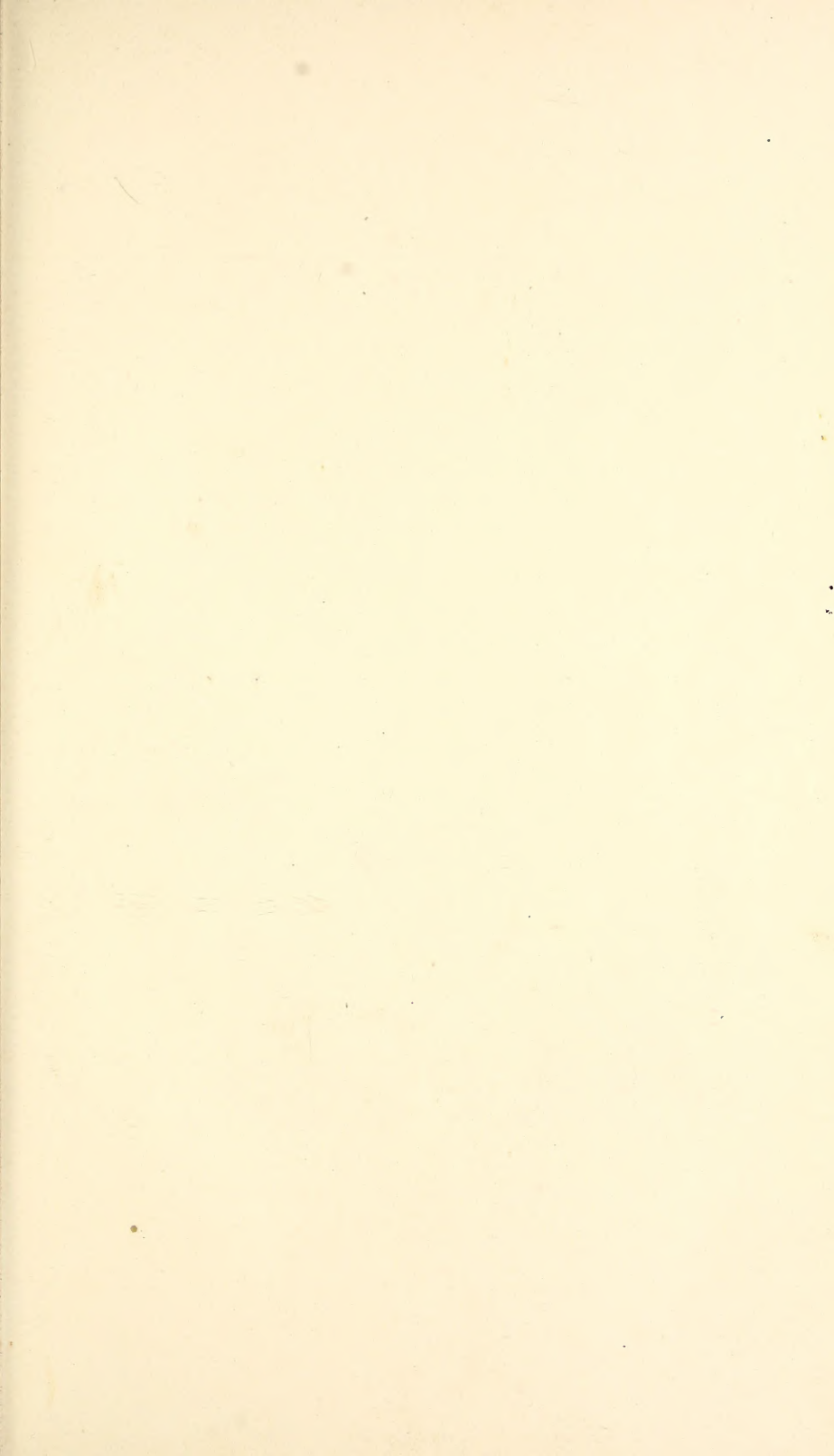
University of North Carolina.

Young men desiring to prepare themselves thoroughly for the highest duties in life may receive a broad and liberal education at the University on very reasonable terms. Scholarships and loans are granted to needy young men of talent and character. Free tuition is given to the sons of ministers of all denominations, to candidates for the ministry, and to *bona fide* teachers in the public schools. Long time is granted on tuition to men whose means are limited.

The University equipment includes nineteen teachers representing the culture of the best European and American Universities, eleven buildings, six laboratories for the study of science, a select library of 40,000 volumes, a reading-room, a scientific society for original research, a Shakspeare Club, a Latin Seminarium, an Historical Society, a Y. M. C. A., a well-equipped gymnasium with trained director, ample athletic grounds for foot-ball, base-ball, and tennis, and two well-organized literary Societies.

There are four regular courses of study with wide range of election adapted to individual needs, special courses in Law, Medicine and Engineering, and an infinite number of optional courses according to each student's special desire. Medical students are required to dissect.

For full information, address President Winston, Chapel Hill, N. C.





REV. F. L. REID, D. D.
PRESIDENT OF GREENSBORO FEMALE COLLEGE.

THE NORTH CAROLINA TEACHER.

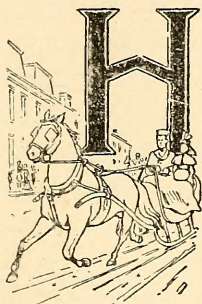
VOL. XI. RALEIGH, DECEMBER, 1893.

No. 4.

EUGENE G. HARRELL, " " " " Editor.

ONLY AN EMPTY STOCKING.

BY REV. E. A. HOFFMAN.



HOW many happy children
Are in the land to-night,
To whom the welcome Christmas
Comes with fresh delight?
But many are the dear ones,
Where'er their home may be,
Who only, at their waking,
An empty stocking see.

Far happier they who slumber
Among the restful dead,
Than they, who on the Christmas,
Are hungering for bread;
No sunshine in their childhood;
No joy their hearts to thrill;
Only an empty stocking
That no kind hand would fill.

Alas! the lonely mother!
Alas! the crying child!
No gifts of love to cheer them
Upon the table piled;
Forgive us, heavenly Father!
Forgive our want of love!
And make our hearts with kindness
And tenderness to move.

REV. F. L. REID, D. D.,

PRESIDENT OF GREENSBORO FEMALE COLLEGE,
GREENSBORO, N. C.

BY JUSTICE WALTER CLARK, LL.D.

Rev. Frank L. Reid, D. D., comes of an intellectual race. His father, Rev. Numa F. Reid, D. D., and grandfather, Rev. James Reid, were both distinguished preachers. The latter was an acknowledged leader in the Conference of this State, and the former, as a brilliant orator, had not his equal of his age. Their descendant, the subject of this sketch, has inherited their ability. He is one of the most popular men, and one of the ablest pulpit orators of his church.

Rev. Dr. F. L. Reid was born in Rockingham County, N. C., 16th June, 1851. He entered Trinity College at fifteen years of age, and graduated with distinction 16th June, 1870, on his nineteenth birthday. He was immediately elected Principal of Kernersville High School, Kernersville, N. C., which he conducted till December of that year, when he joined the Conference and was assigned to Madison Circuit, in his native county, upon special petition of the Board of Stewards of that charge. He remained on that circuit three years. In January, 1874, he was appointed by Bishop Keener to Louisburg station, where he served the full legal limit of four years. His health failing and his throat becoming affected, he was compelled to retire from active pulpit service.

In 1876 he was elected President of Louisburg Female College, which position he resigned in June, 1878. In October of that year, in conjunction with Rev. Dr. W. S. Black, he purchased the *Raleigh Christian Advocate*, the

organ of the North Carolina Conference of the Methodist Episcopal Church (South). In December, 1884, he purchased Dr. Black's interest, and has ever since remained the sole owner and manager, and the editor-in-chief of the *Advocate*. Upon the death of Rev. A. A. Boshamer, in October, 1881, he was appointed to succeed him as pastor of Edenton Street Church, in Raleigh, and Presiding Elder of the Raleigh District in May, 1888, upon the death of Rev. N. H. D. Wilson, D. D. He received the degree of A. B. at Trinity in 1870, A. M. of the same college in 1873, and the honorary degree of D. D. from the University of North Carolina in 1890.

In May, 1890, he was a delegate to the General Conference of the Methodist Episcopal Church (South), held at St. Louis, and was a delegate to the Ecumenical Conference at Washington, D. C., October, 1891. It was largely owing to the influence of the *Advocate* and Dr. Reid's efforts at the St. Louis General Conference that the seventeen North Carolina counties, formerly in the Holston Conference, and the territory between the Chowan and Roanoke rivers, previously in the Virginia Conference, was transferred to the North Carolina Conference, which, thus enlarged, was divided into two Conferences. The capstone of this work, so beneficial to North Carolina Methodism, will be placed when finally is secured the transfer to the North Carolina Conference of the six counties beyond the Chowan, which alone of North Carolina territory are not yet embraced in one or the other of the two North Carolina Conferences.

Dr. Reid was married June 3, 1873, to Miss Minnie E. Cardwell, of Rockingham County. From this marriage have been born four children, all of whom are living.

Dr. Reid became a Mason at the age of twenty-one, and has twice been Grand Chaplain of the Grand Lodge of North Carolina. He has filled several important civil positions, and always with credit and fidelity. He was for sev-

eral years a director of the State Penitentiary, of which board he was Secretary and Chairman of the Finance Committee. He was also for some years a member of the School Committee of the city of Raleigh. He is now a director of the North Carolina Railroad Company by special appointment of Governor Carr.

Dr. Reid is eminently a practical and successful business man. This is especially evidenced by the *Advocate*, which, under his management, has more than doubled its circulation, and by its vigorous editorials has made his name familiar throughout Southern Methodism. "Nothing succeeds like success," and recently further drafts have been made upon his experience and talents by his election by the Board of Directors of the Greensboro Female College as President of that institution. While constrained by a sense of duty to accept the presidency, it is gratifying to know that he will not relinquish his position as editor-in-chief of the *Advocate*. Dr. Reid's success at Greensboro, so far, has been remarkable, and the future of the college is very bright.

The full measure of Dr. Reid's fame and usefulness has by no means yet been reached. He is still a young man, and is one of that small class of men who grow with the demands made upon them. If spared by Divine Providence, he will render yet more distinguished service to his church and the people of his native State.

ENUMERATING A BILLION.

There is considerable difference between the American and English method of enumerating a billion. According to the French system of notation current in the United States a billion is a thousand million (1,000,000,000). In England it signifies a million millions (1,000,000,000,000). How many times richer is the English millionaire than the American?

BUSINESS WRITING.

An esteemed contemporary wants to know why "Business Writing" can't be taught in public schools. It can and should. Any other style of writing taught in public schools is an anomaly, a detriment to the learners rather than a benefit. The mistake that some people make is in singling out a particular style of writing and denominating it "Business Writing," to the exclusion of all other styles. All writing is "business writing," more or less, and it is as ridiculous to confine the designation to any particular style as it is to call a certain kind of writing action "Muscular Movement"—as if it would be possible to write at all without muscular action! Not to lose sight of the main proposition in an entanglement of terms, we believe that there is just the same need for a quick, fluent, legible style of writing—*good* business writing—in the public schools as in business colleges, and there are many public schools in which such a style is being taught. We heartily wish there were more. If some of our professional reformers would take a day or two off and cultivate the acquaintance of the mother tongue, they would do the public a real service. Their quarrel is not with us; it is with the English language.

ABOUT PENMANSHIP.

BY J. M. GREENWOOD, SUPERINTENDENT SCHOOLS, KANSAS CITY, MO.

Owls, whether of the family *strigidae* or of the genus *homo*, stand bolt upright. *Quod erat demonstrandum*, penmanship must be perpendicular too. Right angles, horizontals and perpendiculars must dominate all our penman-

ship. *Quod erat demonstrandum* again, for the sufficient reason that the muscles of the children's eyes will not stretch or contract, but they remain fixed like a piece of frozen india-rubber.

Children cannot turn their eyes now as of old, owing to the inelasticity of the muscles, and it is dangerous also to let them turn their heads for fear of breaking their necks—snapping their heads off, so to speak. Of course it is just the scientific thing to do—straight-up writing! Because somebody from somewhere whose penmanship is abominable has said that slanting writing hurts children's eyes. *Great Scott!* The only pig-eyed people I have ever met are the Chinese and the "possums." The first write straight up and down, and the others don't write at all.

A boy, perhaps, spends three or four months every year plowing in the corn-field, plowing straight rows at that, now he must not look across rows, or stubble, or across fences, because he cannot adjust the vitreous optics set in his head without great danger of knocking the underpinning out of his visual organs. Yet he and his father, grandfathers, and the whole lot of them have been doing the same for ten generations, and his eyes are straight in his head, and his seeing and thinking are both straight.

For twenty-four years I have been using slate-pencils, lead-pencils and steel pens, and I have watched others use these same articles, and I have yet to see the first person, unless he be a fool or an Englishman, make, or prefer to make, straight-up-and-down figures and letters. The right-handed people slant their letters and figures one way, and the left-handed the other way.

Ever since 1636 the Greenwoods of this country have been ciphering and writing in the slanting style, and I have yet to hear of a slant-eyed, squint-eyed, cross-eyed or pig-eyed one living in the United States. It takes drill "to keep the eyes to the front" in an army of soldiers, and then it is

hard work, but to say that children must look at every object with the same visual angle from each eye, is a species of nonsense and foolishness that no one outside of an educational philosopher would ever attempt or advocate.

Whence all this superabundance of knowledge which is so injurious to eyesight? In the north countries of Europe sunlight is scarce in the winter months. Artificial light is used a great deal in the preparation of lessons. Eyesight is injured more or less there. But take it in France, where the sunlight is longer, and no complaint is heard there as among the North German nations. Then, again, the occupations of the people have much to do in weakening the eyes. I refer to these causes because so-called educators will get a squint-eyed view of a subject and forthwith rush into print, shouting, "reform! reform!! reform!!!"

In most animals the upper jaw is fixed. Wisely it is so in man, but the Creator made man with rolling eye-balls and a movable head set on a movable neck. The eye accommodates itself instantly to objects to the right or left, up or down, far or near. In other words, it, as much as the hand, all things considered, is a movable, adjustable instrument. Take reading and the eyes never, except at the middle letter at the middle of a line across the page, see any other letters at precisely the same angle. The angle for each eye is constantly changing. This is upon the assumption that there is one point with head poised at which both eyes see a letter under equal angles. If the straight-up theory be true, then all printing should be on "totem-pole books," and begin at the top of the long strip of paper, the first letter of a word at the top, the second letter directly under the first, and so on. But if I wanted to gun for the most vicious, narrowest, most self-opinionated educational cranks, I would rush at once into the shop of a physician who has been waiting years for a lucrative practice that will never come, and in the meantime has turned his atten-

tion to the improvement of human nature. But it is perfectly natural. How can one whose eyes are set and muscles rigid see an object from more than one point of view? Eyes immovable, vision restricted, ideas isolated, presumption a maximum, and varied information a minimum, outcome "straight-up-writing." *Rabido ore!*

PRACTICAL EDUCATION NEEDED.

She was a young wife just married, from boarding-school, one of the lovey-dovey order, and although educated in Boston, didn't know beans from any other vegetable. Hence this dialogue with the cook:

"Now, Briddy, dear, what are we to have for dinner?"

"There's two chickens to dress, mum."

"I'll dress them the first thing. Where are their clothes?"

"Holy Moses, mum! they're in their feathers yet."

"Oh, then serve them that way. The ancient Romans always cooked their peacocks with the feathers on. It will be a surprise to Hubby."

"It will that, mum. Sure, if you want to help, you could be parin' the turnips."

"Oh, how sweet! I'll pair them two and two in no time. Why, I had no idea cooking was so picturesque."

"I think, mum, that washing the celery do be more in your line."

"All right, Briddy, I'll take it up to the bathroom, and I've some lovely Paris soap that will take off every speck."

"Thank you, mum. Would you mind telling me the name of the asylum where you were eddicated? I think I'll have to take some lessons there myself if we be goin' to work together."

AN APPEAL FOR BETTER SPELLERS.

There must be a sad defect in the method employed by some teachers in teaching pupils to correctly spell the American words which they find necessary to use in their daily life, as so many boys and girls who accept positions in offices or stores "spell most abominably." The professional man, merchant or manufacturer who employs assistants desires above all things that they can write a proper letter in the American language, are quick at figures and can spell correctly. Without these three accomplishments the assistant is useless in a business office.

A correspondent in the *Michigan School Moderator* very sensibly and thoughtfully writes:

"Spelling in schools is degenerating into a kind of language lesson, a sort of bird's eye view of orthography. Wink at it as you may, ye high school pedagogs, with all your high-strung notions on language lessons, yet it is questionable if your boasted modern ideas are bringing forth such vigorous readers and spellers as twenty-five years ago.

"Why not teach spelling, with great care, in all the graded schools and in the high schools? The facts are that our modern typewriting demands better spellers than the old script style did. An error in spelling never looked well. A poorly spelled letter is a 'dead give away' on an educated fellow. Our American language is the most perfect of modern speech.

"The silent letters are as necessary to the preservation of the origin of the word as names are to a line of proud ancestry. - There is but one way to spell—the *right* way.

"No one needs to learn more than 10,000 words. This ought to be and is within the reach of the village high school,

"Less algebra, if you please; less German and French, Latin or Greek, less science if necessary, yea, less of so-

called elocution, but let a knowledge of the correct orthography of all words in our language be insisted on.

"Any method you wish, teachers, but give us results. We are asking for bread, are willing to pay liberally for it, please do not give us stones."

We believe that the children of North Carolina schools average as well in spelling as those of any other State, but this is not entirely satisfactory. We want the boys and girls who leave our schools for their life work to know how to spell all the words of the American language that they will ever find occasion to use. Even though a business letter may be poorly composed it is always refined if every word is correctly spelled.

REASONS FOR EDUCATING THE FARMER'S BOY.

1. Because from the farm is recruited much of the stuff for great men.
2. Because in after years he will never regret having a good education.
3. Because educated farmers, as a rule, make our best citizens.
4. Because it broadens him intellectually, and enables him to think better.
5. Because little of agricultural literature is really understood by those deficient in their education.
6. Because if he has agricultural tastes it will make him a happier farmer; if other, it will help him into the right channel.
7. Because one's college days always afford memories upon which a person delights to dwell, and the ties of association are lasting.

8. Because the farmer has more or less isolation and the time spent at a distant institution of higher learning affords an excellent opportunity to get an insight into other people's ways and thoughts.

9. Because he will observe better and utilize his observations and experience to greater advantage for being educated.

10. Because at the outset he should be better equipped for the work of life than the ordinary day laborer is.

11. Because there is a crying demand for educated farmers, especially for the purpose of breaking up the ruts which prevail in nearly every agricultural community.

12. Because there is a monetary value in education. Real estate commands a better price in a community where people are intelligent and educated than where they are ignorant.

13. Because if farmers are better educated the unreasonable prejudice which sometimes exists against them will be allayed.

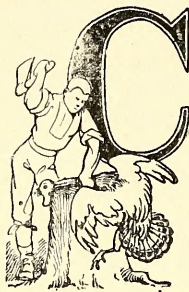
14. Because it is desirable to have retired business men move to the country and bring their capital with them. It will increase the tax-list. This will not be brought about unless country society is congenial and refined in some degree.

15. And because farmers need leaders in thought and action from their own ranks. Here a great field of usefulness opens.—*National Watchman*.

THE PUBLIC is expressing its condemnation of inter-collegiate foot-ball slugging matches by staying away from the public contest. The attendance is now confined almost exclusively to the rival students and their kindred and those who stake their money upon the results of the fight. Can a reputable educational institution be a party to such an undignified condition of affairs?

COLLEGE FOOT-BALL NOTES.

BY JONES, THE CENTER RUSH.



COLLEGE ATHLETICS is one thing, inter-collegiate pugilism is another thing. During a recent inter-collegiate pugilistic contest (called "foot-ball" by way of deception), which occurred in Raleigh, we heard many parties say, "I would not have my boy in that fight for any amount of money." THE TEACHER will be glad to publish a statement from any person as to the good that is to come to either college or to its students as a result of this brutal foot-ball fight.

WILL SOME college president please explain to the public how the morals of students are improved (as has been claimed) by the inter-collegiate games of foot-ball?

MORE MEN were murdered by the foot-ball games during the past year than by the fights of professional pugilists in the prize-ring. Of course every mother who sends a son to college wants him to be a foot-baller.

THE STATE that prohibits by law a Spanish bull-fight or a Sullivan-Corbett slugging match within its borders and permits an inter-collegiate foot-ball contest is, to say the least, inconsistent. This is the opinion of the public.

YOU SHOULD bear in mind the fact that college foot-ball is not college athletics. It has been decided by the professional athletes of the country that the foot-ball game is not "athletics" in any sense whatever. This being true, the students of one college should not be allowed to pound and trample the life out of a student of some other college and call the murder "college athletics."

THE INTER-COLLEGIATE foot-ball fights have murdered twenty-six men in England and five in America within the past sixty days! Corbett and Sullivan could not have killed so many in the same time. Which style of "athletics" is, therefore, most to be encouraged in our colleges?

DR. COLLEGE PRESIDENT—*Dear Sir:* Your patrons and the public generally believe that you ought to provide all the college athletics possible for your students, but we believe that so-called inter-collegiate games of foot-ball are brutal exhibitions, and lower the educational dignity of your institution until it stands but little above the ordinary school of pugilism. Public slugging matches should form no part of real college life.

ON NOVEMBER 18 two of our prominent educational institutions sent "teams" to Raleigh to engage in a foot-ball fight. One of the teams came from a denominational college! Each of the institutions brought its "Professor of Pugilism," and one of them engaged in the fight as a member of the team. There was a very large crowd of spectators present, including the editor of THE TEACHER, and the casualties were all that could be desired by even the most blood-thirsty seekers of sensationalism. Two or three fighters on each side were knocked senseless and carried bleeding from the battle-ground. Many other participants gained "scars of honor" during the contest which will, no doubt, aid them very materially during the next week or so in preparing recitations for the lecture-room. During the fight we asked the opinion of fifty-seven persons as to the inter-collegiate foot-ball fight, and everyone said that it was a brutal performance, and not even so unobjectionable as the prize fight between Sullivan and Corbett, or any other noted sluggers. This being the opinion of the public, is it not about time that the inter-pugilistic chair, the professor and the contests should be abolished by all respectable colleges?

The Outlook says: "On the eve of the annual Thanksgiving game of foot-ball between Yale and Princeton, the *Medical News*, of Philadelphia, makes some very timely and telling comments on the brutality which is fast changing an athletic sport into a brutal pastime.

"It notes the trend toward professionalism, and says that the betting on the games grows more and more common. It declares that foot-ball is not athletic, and that the influence of the game is reducing the average due to athletics proper. Instead of the careful and intelligent training of a large body of students, there is a concentrated training upon one man out of a hundred.

"As a spectacle, the game is one to make the Greek, whose presence is continually evoked on all athletic occasions, shudder. 'The quilted, bepadded, disheveled, long-haired, begrimed, scarred foot-ball hero,' after 'a savage scrimmage in the mud,' is anything but a heroic or inspiring figure. The beauty of the old heroic games is utterly lost in the rough-and-tumble fighting in which the present method of playing foot-ball culminates.

"Moreover, the physical injuries to players are becoming so numerous that the game must be included in the mortality tables as a prolific source of fatality. Last week two players were killed, and every week during the season there is a long list of serious injuries. The game, as now played, offers too great a temptation for 'slugging,' in which a group of fierce, dirty, disheveled young men contend in inextricable confusion. There was much to be said for the old open game; there is little to be said for the present game. The reaction against the game as at present played has, we are glad to note, begun to reach the colleges.

"The fact that the game is dangerous to limb and life might not be conclusive against it; the demoralization which comes from it is conclusive. Give us reform foot-ball, and let the present game be ruled out."

County Superintendents' Department.

UNDER THE AUSPICES OF THE COUNTY SUPERINTENDENTS ASSOCIATION
OF NORTH CAROLINA.

COUNTY SUPERINTENDENCY.

BY P. H. FLEMING, COUNTY SUPERINTENDENT OF ALAMANCE COUNTY.



THE November issue of THE TEACHER contained an article on some of the duties of County Superintendents.

There is one duty not enumerated in that article which I think County Superintendents should consult about. It is the examination of teachers.

What is the law regarding the holding of examinations and issuing of certificates? I turn to sec. 2566, Laws 1885, '89, '91, and read: "The County Superintendents of Public Instruction of each county shall examine all applicants of good moral character for teachers' certificates at the court-house in the county on the second Thursday of February, April, July, September, October and December of every year, and continue the examinations from day to day during the remainder of the week, if necessary, till all the applicants are examined."

It seems to me that we have too many examinations, with very little uniformity over the State. Each County Superintendent prepares his examinations, and according to his own qualifications his examinations are hard or easy, thorough or not so.

One county may have an easy examination while another may have a very difficult one.

Then there comes the question of endorsing. Shall we as County Superintendents endorse certificates? Shall I endorse the certificate of a teacher that comes from another county to mine? How do I know anything about the examination that teacher has stood? Some Superintendents endorse, while others do not, or rarely do. What is the law on this point?

Then, again, shall I renew certificates? Does the law contemplate such a thing?

There are many other questions along this line, but I think I have a remedy that will heal them all. I would like for us to have but two examinations, certainly not more than three. I think these might be held in January and July.

I would like to see the questions for each examination prepared by the State Superintendent and sent out to the County Superintendents. After the examination is held then send out at once the true answer to each question with its value attached, and the County Superintendents should be required to grade and issue certificates accordingly. This, I think, would secure uniformity throughout the State.

The certificates thus issued might be made good in any county within the State, provided the County Superintendent of the same endorsed it.

It occurs to me that the work would be lessened as a whole and that it would eventually be of great benefit to the teachers. The standard in the State would be raised, I think, considerably. Our schools are demanding live, energetic and progressive teachers. It falls to our lot to supply the schools with such teachers.

MOST OF our County Superintendents favor a uniform system of examination of teachers.

SOME THOUGHTFUL THOUGHTS.

BY REV. THOMAS A. MOZINGO, COUNTY SUPERINTENDENT PAMLICO.

Our necessities are great, and growing in ratio with the rapid strides in progress that we as a people are making in this fast and progressive age. There is a great deal said about doing and very little said about furnishing the means for doing, hence the crippled condition of some of our public schools.

I have taught in the public schools when, during the first month, there were three children from one family with but one book to study in, their parents being very poor and not able to purchase the books that were necessary, and in many instances the money that ought to have been spent for books was given to the saloon keeper for the accursed drink.

Now, the question of great moment with us is, not only what we need, but how to get the means to furnish what we need, and then to properly apply it, wise legislation on the part of those who legislate for us.

As for myself, no man will ever get a certificate from me who is debased by the use of alcohol, while I am entrusted with the oversight of the schools in this county.

Many people never give the subject much thought about what kind of a man the teacher is so he has a good education, but the few solid, thoughtful ones believe that their children must not be left in the hands of those whose example in daily life could not be safely followed by their pupils.

Therefore, my humble opinion is that there should be an appropriation, or a part of the school fund set aside for this special purpose, to provide for children who are not otherwise able to procure the necessary books, and espe-

cially those mentioned in the list of text-books; more especially those books that treat on alcohol and narcotics, which I have found a difficult matter to introduce into the schools, for the reason that some parents are joined to their idols. The study of such books is necessary that the proper impressions should be made in early youth, that the boys and girls may be taught to shun the vices of this corrupt age, and strive to rise to a higher plane of morals and spiritual life, so that a holy light may emanate from them to the enlightenment of humanity.

GEORGE WASHINGTON'S RULES OF CONDUCT.

Let your discourse with business men be short and comprehensive.

In visiting the sick do not presently play the physician.

In the presence of others sing not to yourself with a humming noise, nor drum with your fingers or feet.

Read no letters, books or papers in company.

Come not near the book or writings of anyone so as to read them, unless desired.

Let your countenance be pleasant, but in serious matters somewhat grave.

Show not yourself glad at the misfortune of another, even though he were your enemy.

Strive not with your superiors in argument, but always submit your judgment to others with modesty.

When a man does all he can, though it succeeds not well, blame not him that did it.

Mock not, nor jest at anything of importance; break no jests that are sharp-biting, and if you deliver anything witty and pleasant, abstain from laughing thereat yourself.

Use no reproachful language against anyone, neither curse nor revile.

IN THE SCHOOL-ROOM.

A Little Letter in Rhyme

Dear friend,

The world is wide
In time and tide
And - God is guide:
Then, do not hurry.

That man is blest
Who does his best
And - leaves the rest.

Then, do not worry.

Faithfully yours,
Charles F. Deems

TELL YOUR pupils about the wonderful meteor of December 20, 1893.

EXAMINATIONS.

The other night I went to bed,
But not to sleep, for my poor head
Was filled with a most awful dread.

Examinations.

I thought of this, and then of that;
Of set and sit; which goes with sat?
I fear my brain has run to fat.

Examinations!

Next came the base, and rate per cent.
Of money to an agent sent,
And with that word all of them went.

Examinations !

Then my lessons I tried to spell;
Which words have two, and which one L?
O, my poor brain ! I cannot tell.

Examinations !

Where is Cape Cod, and where Pekin ?
Where do the rivers all begin ?
A high per cent. I cannot win.

Examinations!

Who was John Smith? What did he do?
And all the other fellows, too?

Examinations!

Oh, welcome sleep! at last it came,
But not to rest me, all the same;
For in my dreams this is my bane—

Examinations!

—*School Journal.*

CAN YOU EXPLAIN THIS?

The following curious puzzle beats the celebrated "13-15-14," and is well worth investigation. Take a strip of paper or cardboard thirteen inches long and five wide, thus giving a surface of sixty-five inches. Now cut this strip diagonally, as true as you can, giving two pieces in the shape of a triangle. Now measure exactly five inches from the larger end of each strip and cut in two pieces. Take these slips and put them into the shape of an exact square, and it will appear to be just eight inches each way, or sixty-four square inches—a loss of one square inch of superficial measurement, with no diminution of surface. What becomes of that lost inch?

THINGS TO TELL PUPILS.

FIFTY YEARS OF WORK.—A man fifty years old has, according to a French statistician, worked 6,500 days, slept 6,000, amused himself 4,000, walked 12,000 miles, been ill 500 days, has partaken of 36,000 meals, eaten 16,000 pounds of meat and 4,000 pounds of fish, eggs and vegetables, and drank 7,000 gallons of fluid, which would make a lake of 800 feet surface of three feet deep.

HOW TO KNOW IT.—In order to tell a genuine twenty-five cent piece the following should be noticed: The genuine twenty-five cents has thirteen stars, thirteen letters in the scroll held in the eagle's beak, thirteen marginal feathers in each wing, thirteen tail feathers, thirteen parallel lines in the shield, thirteen horizontal bars, thirteen arrow heads and thirteen letters in the words "quarter dollar."

SALUTATIONS.—The Ottoman salutation is, "Be under the guard of God!" In Arabia, on the first meeting of the day, the proper phrase is, "May God strengthen your mornings!" or, "May your morning be good!" The Persian begins his polite address with, "I make prayers for thy greatness." The return to a salutation in the Orient is sometimes not only religious, but non-committal. If an Arab is directly asked about his health, he responds, "Praise be to God!" leaving his condition to be inferred from the modulation of his voice. The Zuffi exchange the prayer, "May the light of the gods rest with thee!"

A NATURAL BRIDGE.—This is the way monkeys cross a deep river where there are trees. One selects a suitable branch, winds his tail about it, and lets himself hang head downwards. The second monkey runs down the body of the first, winds his tail about the neck and head of the first and lets himself hang head downwards. A third and fourth are added, and others in succession until the chain reaches the ground. Then the lowest monkey sets the pendulum vibrating until it swings out far enough to seize a tree on the opposite bank. Over this bridge the rest of the monkeys cross. Perhaps this was the first bridge ever constructed.

THE LARGEST POSTAGE STAMP.—The largest postage stamp ever issued measured 4 inches by 2—the size of an old United States five cent stamp, restricted to packages of newspapers and periodicals posted in bulk, and never intended for letters. The penny Madagascar stamp, second in regard to size, 3 inches by $1\frac{1}{2}$ inches, was used to prepay postage on letters posted at the British Consulate at Antananarivo, where there was no other postoffice in 1886. The private postage stamp of Robinson & Co.'s Express, with its figure of a bear, is $2\frac{3}{4} \times 1\frac{1}{2}$ inches. The stamp entitled "California Penny Postage, from the Post-Office, care of Penny Post Co.," for 1885, is in size $2\frac{1}{2}$ inches by

$1\frac{1}{4}$ inches. The quarter-shilling stamps of Mecklenburg-Schwerin, which were issued in 1856, is the smallest ever issued—less than one-fourth the size of the current penny English stamp—and it would take about fifty of them to cover the surface of the largest stamp issued by the United States.

AN EXERCISE IN MENTAL ARITHMETIC.

1. Take any number you please;
2. Double it;
3. Add two;
4. Multiply it by two;
5. Divide by four;
6. Add the first number selected;
7. Add one;
8. Add four;
9. Subtract twice the number first selected;
10. Multiply by two;
11. Divide by six;
12. Add seven;
13. Divide by three;
14. Add one;
15. Multiply by four;
16. Add four;
17. Add five;
18. Divide by five.
19. Add four;
20. Subtract three,

and you have six. All will have six, no matter what number was first selected." After a good many problems have been tried, and all see that six always results, write the questions on the board, and see if your pupils can find out why six must result.—*The Educational Journal*.

LIFE ON A LIGHT-SHIP.

Talk about rolling and pitching! No vessel rolls, pitches, and plunges like a light-ship. Its anchors hold it firm to the shock of the waves. There is no yielding, no graceful swaying to the swelling of the seas. There are days, too, when a fierce fog-horn torments the ear with a noise such as Nature in her angriest moods never invented. There is always a glare of light at night. There is no constant expectation of reaching port, and life soon becomes a dreary monotony.

In case the light-ship should be cast adrift, it has been fitted with sails, which will enable it to hold its own in storm and stress. The hold is fitted with spacious store-rooms and sleeping quarters, and a machine for compressing the air which blows the fog-horn. These fog-horns are what are known in this country as "siren" whistles. They are called sirens probably because that is what they least resemble. They begin their noise with a very low note, and rise rapidly in a sliding scale to a very thin high note that distresses the ear. Then they descend to the low note, and up and down in rapid succession the shrieking, demon-like noises race.

One French writer has said that the possibilities of this fog-horn are such that he wonders that some music-leader has not introduced it in the orchestra when the Wagner operas are played. A compressed-air trumpet, he thinks—and it is just possible that there may be a little national prejudice in his opinion—would go well with mythological characters and dragons and unearthly storms and noises. This writer says the fog-horn is simply a "terrible instrument," and therefore in time the Wagnerians must adopt it.

A big bell is placed on the ship for use in case the fog-horn should break down or scare itself useless.—*Harper's Young People.*

CLASSICAL DEPARTMENT.

Teachers of the Classics in the Public and Private Schools and the Colleges in North Carolina are invited to contribute to this Department.

SOME WEAK SPOTS IN PREPARATORY LATIN TRAINING.

BY KARL P. HARRINGTON, PROFESSOR OF LATIN, UNIVERSITY OF NORTH CAROLINA.



HARITY should begin at home, we are told. So should Latin teaching; the student must understand English first. We do not attempt algebra until we are familiar with arithmetic, nor study history before we learn to read.

If it were possible to-day to set a child of tender age down in the midst of a community of Romans of the Ciceronian epoch, where he should hear nothing but Latin spoken, and see nothing but Latin written, for two years, it would make no difference whether the child had been born in the United States, Siberia or Afghanistan—at the end of that time he would talk, write and think Latin. But the fact is that our young Latin students never hear any considerable amount of Latin spoken nor see any written, except the few lines over which they bend with a vocabulary, and do not begin the study of Latin at all until they have long considered English the only natural language for them.

Under these circumstances the first steps in learning Latin must be attended by constant comparison with the language with which they are already familiar, namely,

English, and the nomenclature of the grammar of their mother tongue must be intelligible to them in order that it may be constantly applied to the language they are studying.

Furthermore, necessity and advantage alike call for a very considerable amount of translation in the study of a foreign language under such conditions, and, that such translation be not absolutely injurious to the student's use of his own language, he must be able to know good English from bad, and to use it daily with accuracy and fluency. And, if it is remembered that one of the great advantages in the study of Latin lies in the development through Latin of a masterly knowledge of English grammar and rhetoric, it becomes all the more important to have a good foundation of English on which to build.

In view of these evident facts it is not strange that some of our recently-issued text-books for beginners in Latin open with a review of the principles of English grammar. It surely looks very much like an impeachment of our interest and success in teaching our children their native tongue, that it is necessary for teachers of Latin to take up the subject themselves in self-defence. But bitter experience on the part of examiners for admission to college shows that the fault is widespread, and lies deep; and the work of Freshman classes is often sadly crippled because of it.

When a student in a college class cannot define the passive voice, is unable to distinguish between the conjunction "that" and the pronoun "that," and sees no flaw in translations like "Whom when he saw him" (*quem ubi vidit*), what is the instructor to do? It may be doubted whether one in ten of those who have entered this University during the last three years could at the time of entering have explained the difference in kind between the two conditional periods, "If he were here, I should be glad," and "If he should be here, I should be glad." The following attempt

at an English translation of a short passage from Cæsar was recently handed in by an applicant for admission to the University: "Cæsar as in misery and supplements secured to use discord very diligently and ordered ourselves with boundaries and towns and he ordered neighbors that from injury and—." It is not more clear that the writer of such a sentence did not understand Cæsar than that he had a very inadequate idea of an English sentence, and of the meaning and usage of various English words.

From the beginning of learning to read English the child should be trained to distinguish sharply between sounds, likewise words and expressions, until when he is ready for the study of Latin he will naturally pronounce correctly, distinguish Latin words that are of similar form, and compare Latin expressions with English idioms so as to get a grammatically correct idea from the original. And if meanwhile he has with similar accuracy extended his knowledge of English by grammatical study and analysis, by rhetorical propriety daily enforced upon him and by a reasonable amount of reading of standard English, he will be ready, on beginning the study of Latin, to apply his sense of linguistic propriety at every turn. The importance of this matter cannot be overestimated.

If, however, it is clear that one must understand the comparatively simple grammar of English before beginning Latin, on the other hand it is equally necessary for one who would succeed in the study of Latin to master the more complex grammatical principles of that language at a very early stage of the game. A rather widespread notion seems to prevail that if one will only keep reading Latin, he will in time by some mysterious process absorb the principles of the language, and be saved the irksomeness of studying the grammar. Those who are possessed with this notion fail to make it clear how the untrained Latin student is to know whether he is reading aright, and how, if

he persists in ignorantly reading it wrong, he is to gain knowledge of the correct principles of the language. Latin grammar is a much more elaborate affair than English.

In forms, in structure, in arrangement, the Latin sentence is a strange thing to the untrained English eye. It will not do for the boy to "go it blind" with his Latin sentence; he can read it either, "Cæsar said to Ariovistus," or "Ariovistus said to Cæsar," and he cannot tell which is right, the chances being, according to the doctrine of total depravity, that he will have it wrong. The truth is, that the grammar and the reading should go hand in hand. Neither grammar, dictionary nor reader can be dispensed with at first.

Every grammatical principle should be illustrated by examples as it is reached; and every word read in a Latin sentence should be understood as regards its grammatical relation to the rest of the sentence in which it occurs. Every year some Freshmen discover that they know almost nothing of Latin, because their preparatory teachers have allowed them to go reading on according to their own ideas of what the Latin ought to mean, rather than require them to read according to the grammar of each sentence, and find out exactly what it must mean. The explanation is often made, "My teacher paid no attention to syntax," and the unfortunate student finds himself to have been defrauded thereby of accurate and useful scholarship. No Latin sentence should be read through by any student at any stage of his study without a thorough understanding on his part of the grammatical relations of every word in it.

This very accuracy of reading Latin into English and understanding the structure of the Latin sentence as it is read should lead the student one step further, and help him to attain the ability to read the sentence through as a Latin sentence, without translating it, and understand the thought just as the Romans put it. It is just here, in our

appreciation of the Latin sentence as Latin, and our sympathy with the exact thought of the writer as he wrote it, that we most egregiously fail to instruct our youth in preparing them for college.

We allow Latin to appear an unnatural and artificial thing to them by concentrating all their attention upon the corresponding English thought, and thus emphasizing constantly the difference between its expression in the two languages. It was just as natural for the Roman to say, *Scipio in Hispaniam missus est*, as for us to say, Scipio was sent into Spain. Why not put ourselves at the view-point of the Roman when we read Latin, so that we can get the thought of the first of these two expressions as we read it in the order of the Latin words, without being obliged to turn it around and make it over into our form and order? The student should appreciate and enjoy Latin as such, not bad English worked out of good Latin. Teachers and students of modern languages often have better success in this respect. People do learn to read and talk and think French and German as French and German. The fault lies not in the Latin, but in the teaching. The stress is laid not much on the Latin, but on everything else. The Latin is not read aloud as much as it should be to train the ear to catch the connected discourse, and the mind to take it in without translation. Why do students go to Germany to study German? Simply because there they are compelled to hear and speak the language themselves without translation, and it presently becomes not only intelligible, but natural to them. The same principles, within the necessary limitations, apply to the study of any or all foreign languages.

Incidentally, it may be remarked, the gain in enthusiasm on the part of the student is invaluable, when, instead of having it constantly impressed upon him that Latin is dead, unnatural, cumbersome, he discovers that as a language it

is as living an organism in the pages of its masters as any of its rivals, with a vitality that is vigorous, a character that is strongly defined, and an emphasis that is absorbing.

It must be added that in reading Latin aloud it should be always pronounced as Latin, not as English; and that in reading Latin poetry, it should be read rhythmically as poetry. The limits of this article, however, compel further discussion of these two points to be postponed. For the present, it is enough to mention them as logical sequences of what has been already said, and to suggest that the young student of Latin is often sinned against in both respects.

BEGINNING GREEK.

BY H. C. TOLMAN, PROFESSOR OF SANSKRIT AND GREEK, UNIVERSITY
OF NORTH CAROLINA.

In making a few suggestions to the teachers of preparatory Greek in our State, I take up first the importance of awakening enthusiasm in the pupil as he enters upon his Greek studies. He is immediately confronted with a strange alphabet and pages of paradigms which he must commit to memory. The first task of the teacher is to relieve the drudgery which necessarily attends this stage in language study.

The teacher of preparatory Greek has this advantage over the teacher of preparatory Latin. His pupil has already had a year's experience in the acquisition of a strange tongue and knows about what to expect when he begins the study of Greek. This advantage should be fully appreciated by the teacher, and he should emphasize the many similarities between Latin and Greek wherever they appear.

I suggest that at the first recitation the teacher take up the hour in a lecture upon the position of Greek in our sis-

terhood of tongues. Let him show the student that as he enters upon an acquaintance with the Greek language he will not find a perfect stranger, but will come to recognize in disguise a relative of his own English tongue; that the words which he uses every day have common parentage with the language which he is about to study. Secondly, let the teacher illustrate the immense thesaurus of words which the English language has inherited directly from the Greek. Thirdly, the teacher should speak of the molding influence of Greek literature upon the Latin and the English, and cause the student to realize in some degree the literary splendor of Athens. These are among many points which the teacher might bring out. He will find that the pupil begins to appreciate the value of his Greek studies at the outset.

Beginning with the alphabet, the teacher has an opportunity to illustrate the dependence of Rome upon Greece. It would be profitable to spend the recitation in a careful comparison of the two alphabets, and every dissimilarity should be explained. Thus, the letter gamma (G) should be taken to show how the Latin C was originally G, as still preserved in the familiar abbreviations C., CN. (GAIUS, GNAEUS), and how after the dropping out of K, C did double duty for G and K until at last the distinctive mark of the G was added and the letter was relegated to another position in the alphabet. After an hour spent upon the alphabet in this way, the student finds that what otherwise would be a difficult and dry task becomes easy and interesting. And so I suggest that the teacher go over each lesson in advance, anticipating every difficulty.

In mastering the paradigms the student should always be taught to observe the corresponding forms in the Latin. The association of these will make the Greek forms an easy and permanent possession. Thus in introducing the pupil to the present participle, he should be taught to observe that

the participial ending for the Greek and Latin is the common NT. He should be able to discuss the difference of treatment of NT before the common nominative ending S in the two languages. Let me give another illustration: The teacher has an opportunity to show the pupil that some of the so-called irregular forms are, after all, the most regular forms historically in the language. When the student comes to ESTI after having mastered the more common LUEI, he thinks he meets a strange formation. This is the opportunity of the teacher. He should show the pupil that he comes now to the historic ending of the third person singular of the primary tenses, and should point out to him that this TI is the Latin T (*es-t*), and his own English TH (*love-th*). If ES is the stem and TI the personal ending, let him ask the student what irregularity there can be in the formation ESTI.

Again, in the acquisition of a vocabulary frequent use should be made of the Latin and English cognates as well as the English derivatives. In this way the mastery of Greek words becomes easy. Thus, when the student learns the stem ID (WID) let him realize that it is just the Latin VID-EO and the English WIT in disguise. The importance of this comparative study, even at the outset, cannot be overestimated. The teacher who has had experience in learning any language outside of our family of tongues, *e. g.*, Hebrew, knows how exceeding difficult for a beginner is the mastery of the vocabulary. But we have not this difficulty in the Greek. Let the students have the Latin and English cognates as mental pegs upon which to hang the newly acquired Greek word.

You will observe the manifold advantages the teacher of preparatory Greek has over the teacher of preparatory Latin illustrated above. Again, the teacher can feel that it is only the most ambitious and diligent students who elect Greek in our State. Hence he is free, to a great extent, from the

disagreeable duty of seeing that each pupil is doing his best. He is so situated that he can proceed on the supposition that his class is eager and anxious to learn.

Finally let me emphasize the importance of careful and systematic review. Once every month, or at least once in two months, every form and principle should be brought to the student's attention again, and be made his "KTEMA." Far better results have been achieved in frequent reviews than in rushing on at a headlong pace. Also, be very careful about giving the student too much at once, so as to bewilder him. Emphasize the salient points of the language, and let exceptions, irregularities, etc., come in their proper place and time.

WOODMAN SPARE THAT TREE.

FOR TRANSLATION.

Tu parce illi arbori!
Nec noce ramulo!
Profuit juveni
Mi; ac illam defendo.
Proavus posuit
Juxta illius casam!
Lignator, manebit!
Ne molire asciam.

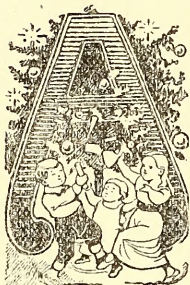
Truncum veterrimum
Amavi; ac umbram,
Ceu consanguineum—
Succideresne illam?
Nec ice lignator;
Nec cæde stipitem;
Quercum illam patitor,
Florere veterem.

EDITORIAL.

To every Pupil in our Schools;
To every Teacher;
To every Friend of Education; and . .
To every person on this great globe of
ours, who desires the greatest possible
enlightenment of all the people. . . .

We wish
A Happy Christmas
and a
Most Prosperous New Year.

A FEW WORDS ABOUT OUR TEACHERS AND SCHOOLS.



ALL CONTRACTS between teachers and school boards and trustees should be made *by the year*, and not for a month or a quarter. Teachers are obliged to live by the year, and their salaries should be fixed for the same time and on the same conditions. It seems hard for our lawmakers to realize that the teachers are the most indispensable part of our population, so far as the welfare of the State and nation is concerned. Teachers are public officers, and should be employed and paid as are other public officers. The teacher is working for, and represents, the public; the public is the people, and the people are the nation; therefore, the dignity of the nation is created and sustained by its teachers, and their remuneration should comport with the importance of their position. Our country has wisely dispensed with a great standing army, and it may be true that we can also dispense with a few congresses, fraudulent pension rolls, and State legislatures for several years, at least; but the entire absence of schools in the United States for even one year would put our country on the down-grade towards

barbarism and heathenism, and even this would be one of the smallest calamities that would befall us. The United States pays \$115,000,000 for the education of our people; we could well afford to make the amount \$200,000,000, and yet receive over a hundred dollars of benefit in return for every dollar invested with the school teacher. North Carolina pays over \$700,000 to the teachers of our public schools. The amount should be at least twice this sum, and every teacher ought to receive a regular salary instead of a specified amount for a two months or ten weeks school term. The State should devote its entire strength to the practical and technical education of the people, until there remains not a boy or girl over fifteen years of age unprepared for making a living. THE TEACHER conscientiously holds these views in common with the great majority of the people of North Carolina, and lawmakers are expected and required to represent the people and not some favored individual or institution. We earnestly desire to see the time when North Carolina will appropriate at least three million dollars annually for the education of our boys and girls, and we want every cent of the money to be paid direct to the teachers as salary for their faithful and efficient service.

THE "LITTLE LETTER IN RHYME," by the late Dr. Charles F. Deems, we are enabled to give to our readers through the courtesy and kindness of the *New York Recorder*, in which journal the letter first appeared.

THE TEACHER wants to give *your* views upon school matters to your fellow-workers. If you have an opinion upon any educational topic we want to publish that opinion for the general good of the schools of our State. Will you now take a few moments from the festivities of the holidays and write to your educational journal?

WE THINK you will like our new department of "County Superintendence." It will present discussions, by the most prominent county school officers in the State, of just such matters as are of special interest to every teacher and school in North Carolina which is maintained by the public fund, and these papers will be also equally as valuable to those who have charge of private schools.

WE COMMEND with much pride the very able articles in our Classical Department, by Professors Harrington and Tolman of the University. Every teacher of the classics throughout North Carolina will find these papers of very great value in their work. We will be glad to have other classical teachers, whether in school or college, contribute their hints and suggestions to this department of THE TEACHER.

ONE OF our esteemed correspondents furnishes some interesting "foot-ball notes" in this number of THE TEACHER. The writer is not a teacher, but is a common-sense private citizen, who informs us by letter that these views and comments have been reached after long and careful study of inter-collegiate ball games and their effect upon the students and the public. The "notes" are well worthy a thoughtful reading.

IT SEEMS that the press of the country, and the people, too, have at last come to the same conclusion as THE TEACHER in regard to the evils of inter-collegiate games, particularly as to the brutality of the public fights which some persons are pleased to term "foot-ball." It looks very much as if the college which persists in tramping its students over the country, bruising, maiming and murdering other college boys, will soon be without patronage from thinking parents who value the safety and lives of their sons. It is hoped that our North Carolina colleges will take timely warning and listen to the voice of humanity, reason and public opinion.

WE HAVE on file a number of applications for positions from good teachers, and we will gladly furnish any principal or school committee with a competent teacher in any department of the school. THE TEACHER has secured good positions for near five hundred North Carolina teachers, and we hope to do a great deal more work in this direction for our teachers and schools. There is no charge whatever for any service which we may be able to render, either to school officers or teachers.

WE WILL give a set of Hawthorne's, Eliot's or Cooper's works to the teacher who will send us the best paper for publication on the subject, "How to make good spellers of pupils proposing to be graduates of high schools and colleges," the paper not to be less than seven hundred words nor more than one thousand. There are about three hundred and fifty words to a page of THE TEACHER. The papers will be examined as soon as received, the award made January 25, and the prize article will be published in February number of THE TEACHER. Now, teachers, let your fellow-workers have your views upon this very important branch of school work.

THE ANNUAL meeting of "The City Superintendents Association" will be held in Wilmington, December 26-28. This gathering and conference of those who direct and control the leading public school interest of our State is an event of very great importance. The meetings are always well attended, generally bringing together every city superintendent in North Carolina in most pleasant intercourse, while the time is employed in very careful consideration and discussions of all matters relating to the highest possible advancement of the cause of popular education. THE TEACHER hopes to give its readers a full report of the meeting at Wilmington, with complete text of all the papers that may be presented and discussed.

A MUCH larger number than usual of the schools of the State will, this season, have enjoyable and appropriate Christmas exercises. This is right. Nothing so firmly secures for the school the sympathy and co-operation of its friends and patrons as a pleasant celebration of the Christmas holiday. It is the season of "peace and good will," and we want every teacher in our land to possess and enjoy these inestimable blessings in the greatest possible degree.

WE WANT the school children of North Carolina to vote their preference for a *State tree* for North Carolina. Give your choice to one of the following trees: Oak, ash, elm, maple, hickory, poplar, walnut, chestnut, cypress, linden, pine. We hope that every teacher in public or private school in the State will submit the question to their pupils and send the result to THE TEACHER. The vote will be published in the February number, and we will give a true illustration of the tree that is adopted by the children of the State to represent our people. There is already much interest manifested in this vote, and we believe that the choice of the children will be the choice of North Carolina.

TEACHERS, on an average, are paid less for their work than any other class of our people. Therefore, it is specially desirable that the salary shall yield the greatest possible amount of good. To accomplish this we conscientiously recommend teachers to invest a small sum monthly in a few shares of stock in the Mechanics and Investors' Union of Raleigh. We are personally acquainted with every member of the Board of Managers, and many of the stockholders, and they are among the most reliable business men of our State. We commend the Association to teachers as in every way worthy of their confidence, and any amount invested in it is absolutely safe, and will yield better returns than even a savings bank.

ABOUT OUR TEACHERS AND SCHOOLS.

MR. A. R. BECK has a good school at Holly Grove.

MISS WILLIE HOOKER has a fine school at Glenfield.

MISS MARY J. NEWSOM has a good school near Conway.

MISS VICIE BROCK is teaching at Forbush, Yadkin County.

MISS LENA SPAIN has taken charge of a school near Kinston.

MR. E. T. HEDRICK has a school of sixty-four pupils at Fair Grove.

MR. A. S. MILLER and wife each have a prosperous school in Davidson County.

MISS MAMIE BARRETT, of Kinston, is in charge of the public school at Byrd's.

MISS MARY WOOD has accepted a school near her home in Murfreesboro.

MR. LUTHER GRIMES is teaching at Sugar Grove, and has a fine attendance.

MISS LOULA and Rebecca Kindley have flourishing schools in Davidson County.

MR. ROBERT LEONARD has just opened the public school at Jerusalem, Davie County.

MR. J. W. MURRAY is principal of Clayton School, at Sedge Garden, Forsyth County.

MR. JOHN J. MUNDY is teaching at Fleming's. His school is enjoying a prosperous term.

REV. M. L. HEDRICK and Miss Laura E. Regan, have a fine school at Hedrick's Grove.

MR. JOHN A. HEWITT has a full school at Sloan's, with an enrollment of eighty-five pupils.

MISS EDNA FARLOW (Guilford College) has just begun her second term of school at Maynard.

MISS FANNIE HARRELL, of Kinston, is teaching the public school at Strabone, Lenoir County.

MR. JASPER THOMPSON (Guilford College) is principal of a very successful school at Liberty.

MR. T. F. TOON (Wake Forest College) has accepted a position as assistant teacher in Robeson Institute.

MR. J. C. LEONARD (Catawba College) has a flourishing school at Pilgrini, with about fifty pupils enrolled.

MR. HENRY CARRIHER and his sister, Miss Annie Carriher (Catawba College), have a good school at Salisbury.

MISS ANNIE ANDERSON, of Pitt County, is teaching the public school at Lizzie, and the school is very successful.

MISS JESSICA JOHNSTON (Guilford College) has charge of a most interesting mission school at Matamoras, Mexico.

MR. M. O. SHERRILL and Miss Lucy Yount, both of Catawba College, have charge of a flourishing high school at Newton.

MR. ED. C. BLAIR (Guilford College) is at Belvidere, where he has just opened his first school. We wish him much success.

MR. D. B. F. HARDIN, of Myrtle, says that his little daughter, aged four-and-a-half years, can read any paper or book intelligently.

MR. S. A. HEGE and Miss Lula L. Raper are in charge of a flourishing public school at Centerville, Forsyth County. Eighty pupils are enrolled.

MISS EURELIA STEPHENSON is teaching in Northampton County. She is in great demand as a teacher among the people who have seen her work.

MISS MARGIE BUSBEE has resigned her position as teacher in the Raleigh Graded Schools, and Rumor says it is to take the degree of A. B.—a bride.

REV. THOS. H. PRITCHARD, D. D., of Charlotte, will lecture at Shelby for the benefit of the Graded School Library. His subject will be "Charles H. Spurgeon."

MISS MAGGIE P. PARKER, of Willeyton, Gates County, is now teaching at Jarvisburg, Gates County. The term began September 4, and she has forty-eight pupils enrolled.

"THE COLORED PEOPLE of Northampton County," says *The Patron and Gleaner*, "have better school-houses than the white people, and they are generally better furnished."

MR. L. H. ROSS is in charge of Carolina Institute, near Washington, with an enrollment of thirty pupils. After the close of the public school in his neighborhood there will be large accessions to the school.

DAVIS SCHOOL at Winston is very fortunate in securing the detail of Lieutenant W. E. Ship by the Government as military instructor for the school. Lieutenant Ship is a splendid soldier and an elegant gentleman.

DR. C. ALPHONSO SMITH writes us from Baton Rouge, La., where he has the Chair of English in the State University, that he could not be more delightfully situated, and the further he gets from North Carolina the prouder he is of her people and her institutions. We hope to have Dr. Smith with the teachers in their Assembly at Morehead City next summer.

MR. W. L. BREWER is in charge of Liberty Hill Academy, at Nathan's Creek. The school began on November 20, and thirty-six pupils are enrolled and other students are expected. The fall term will be four months.

THE SCHOOL at Granite Falls Academy is making gratifying progress. It now numbers eighty-three pupils, which is the largest number ever enrolled in this district. Mr. B. G. Crisp is efficiently assisted by Miss Ada Hayes.

THE THIRTY teachers in the Centennial and Murphy Graded Schools of Raleigh are taking a complete course in Physical Culture, under the instruction of Miss Hattie Feagles, who is a most accomplished teacher of this beautiful art.

MISS LILLIAN LEA has enrolled forty pupils in Leasburg Academy, of which she is the excellent principal. Her assistant teachers are: Rev. S. Lea, Misses Wilhelmina and Julia Lea and Miss Bessie Thompson. It is a very fine school.

REV. A. B. HUNTER, of St. Augustine Normal School at Raleigh, is on an extended trip among philanthropists of the North in the interest of that institution. We commend Mr. Hunter and the worthy cause which he represents to the favor of our Northern friends.

REV. C. S. FARRIS (Wake Forest College) still occupies the Chair of Greek in Stetson University, De Land, Fla. He is a genial, polished and scholarly gentleman, and well merits popular esteem. This institution recently received a magnificent bequest of \$70,000.

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE has abolished inter-collegiate foot-ball games from its course. Please accept THE TEACHER'S congratulations for this manly stand. The college will soon have an instructor in military tactics detailed from the army.

PROF. CHAS. F. MESERVE, President of Haskell Institute, Lawrence, Kansas, will be chosen to succeed Dr. Tupper at Shaw University on the 20th inst. Prof. Meserve is a young man in the full vigor of life, not over forty-five years of age, is a graduate of Colby University, Maine, and comes highly recommended.

THE BAPTISTS of the State seem to favor the admission of young women to Wake Forest College as students, instead of establishing a university for girls as a separate institution. The recent State Convention at Elizabeth City also adopted a resolution in regard to State and denominational education, which approves that a committee be instructed to memorialize the next Legislature to take steps to remove the present friction between the University, Normal School and other State institutions and the denominational seminaries and colleges. The Methodist Conference is also inquiring whether or not the course at the Normal and Industrial School is in conformity with its charter.

MAJ. C. B. WAY, the excellent County Superintendent of Buncombe, has a most flourishing County Association of his teachers. The meetings are well attended, are of an exceedingly interesting and instructive character, and they have greatly improved both teachers and schools until Buncombe has as fine a system of public schools as is to be seen in our State. Our congratulations, friend Way.

THE FACULTY and students of Shaw University and Estey Seminary, of Raleigh, held an exceedingly interesting and impressive service on Thanksgiving Day commemorating the life and work of their lamented founder and president, Rev. H. M. Tupper, D. D. Feeling addresses were made by several prominent citizens of Raleigh, both white and colored. Dr. Tupper was held in very high esteem in Raleigh and throughout the State, and his memory will be long cherished by our people.

IT IS GRATIFYING to note that the students of three of our greatest Universities, Yale, Harvard and Princeton, have become aware that there are other fields of competition as well worthy of their attention as athletics. A schedule of inter-collegiate debates has been arranged, to consist of three contests, one at each college, so that the students of each institution will take part in a contest of brain instead of muscle with men from both of the others. Now, what college in North Carolina will be the first to follow so good an example?

THE METHODIST CONFERENCE at its session in Wilmington adopted the following resolutions:

Whereas, We believe inter-collegiate games of base and foot-ball to be dangerous to the health, life and morals of many of our young men; and whereas, some of our people refuse to patronize institutions where such games are played; therefore be it

Resolved, That we do most heartily condemn such games as are now played, and earnestly request that our schools and colleges refrain from the same.

ONE OF OUR good friends, a student at a prominent North Carolina college, writes us as follows: "To all of us who welcome the day when the *brutal* and *demoralizing* game known as foot-ball (but should be more appropriately termed *legalized prize-fighting*) shall be no more tolerated by conservative and law-abiding citizens, not to speak of college trustees and Faculties, the present status of affairs here is very gratifying. Popular disapproval of the game has gained ground rapidly during the past season, and the probability now is, and a very strong one too, that our hopes will be realized, and that the *ungentlemanly* game will not be tolerated here next season and thereafter. It is to be hoped that the trustees will give it a death-blow at their next meeting, as it seems the Faculty has not the backbone to do so." From another letter received, we believe this is the prevailing sentiment among the boys who enter college *to be educated*.

CUPID AMONG OUR TEACHERS.

Many strange things in this age we see,
 For girls can now take a learned degree,
 And *our* girls all have, we're happy to tell,
 Joined to their names the A. B.—"A Belle,"
 And yet 'tis well known, to all, far and wide,
 They soon take another A. B.—"A Bride."

MISS ANNIE BLOUNT, of Seven Springs, Lenoir County, has been teaching at Waycross, Ga. On October 25 she was happily married to MR. SYDBOTEN of that place, and she will reside there in the future.

PROF. JOSEPH MCLEAN, of Gastonia, now organist in a Baptist Church, at Atlanta, Ga., married MISS ELIZABETH GRAHAM, of Charlotte, on October 26.

IN MEMORIAM.

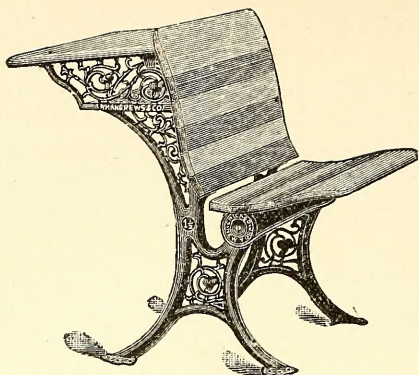
"Death hath made no breach
 In love and sympathy, in hope and trust.
 No outward sign or sound our ears can reach,
 But there's an inward, spiritual speech
 That greets us still, though mortal tongues be dust.
 It bids us do the work that they laid down—
 Take up the song where they broke off the strain;
 So, journeying till we reach the heavenly town,
 Where are laid up our treasure and our crown,
 And our lost loved ones will be found again."

REV. DR. CHARLES F. DEEMS, after a lingering illness, died at 9:55 Saturday night, December 2, at his home in New York.

Dr. Deems was born in Baltimore, Md., December 4, 1820. He was, in 1840, Professor of Logic and Rhetoric in the University of North Carolina. In 1846 he was appointed by the Methodist Conference President of the Greensboro Female College in North Carolina, where he remained five years. In 1865 he went to New York, was occupied for a time in journalism, and subsequently engaged in establishing the "Church of the Strangers," of which he was pastor at his death. Besides many sermons and addresses, he has published many excellent volumes. Among which are "The Home Altar," "What Now?" "The Annals of Southern Methodism," and "The Life of Jesus."

Dr. Deems was an able preacher and teacher, and a man of master mind. He never withdrew from the North Carolina Conference, but at each annual meeting of that body was appointed to the Church of the Strangers, the pulpit of which he so ably and acceptably filled.

MR. A. J. MCINTYRE, an esteemed teacher in Pender County, was drowned in a mill-pond on Sunday, November 5, near his home.



SCHOOL SUPPLIES.

ANDREWS' NEW TRIUMPH SCHOOL DESK.

ANDREWS' NEW TRIUMPH

AUTOMATIC SCHOOL DESK.

ANDREWS' NEW PARAGON SCHOOL DESK.

W. & A. K. JOHNSTON'S WALL MAPS, Classical, Scriptural, Political, etc.

STONE SLATE FOR BLACKBOARDS,

PHYSICAL AND CHEMICAL APPARATUS, and all Supplies used in the School-room.

The State Normal and Industrial School for Young Women, at Greensboro, N. C., has seated the entire building with our "New Triumph" Desks and Recitation Seats.

OPERA CHAIRS, CHURCH CHAIRS, Forty-one Styles.

J. E. REILLEY, Manager,

CHARLOTTE, N. C.

NEW PUBLIC SCHOOL BOOKS.

To County Superintendents and Public School Teachers:

At a regular meeting of the State Board of Education, held in Raleigh, on the first Tuesday in April, 1893, the following new text-books were unanimously adopted for use in all the public schools of the State:

North Carolina Practical Spelling Book, 20 Cents.

(In exchange for old Speller now in use, 12 cents.)


Williams' Reader for Beginners, - - 15 Cents.

(To precede the First Reader.)

These prices include transportation to persons ordering. A liberal discount will be made to dealers and teachers. Send orders to

ALFRED WILLIAMS & CO., Publishers,

RALEIGH, N. C.

 *The sales of each book are very large, and all orders will be filled as rapidly as possible.*

THE NORTH CAROLINA TEACHER.

VOL. XI. RALEIGH, JANUARY, 1894.

No. 5.

EUGENE G. HARRELL, - - - - Editor.

MY SCHOOLMA'AM.

Her face was dimpled, round and fair,
Her eyes were brown and mild,
And, when I saw her teaching there,
I longed to be a child.
But, when a youngster failed to mind
And thoroughly was spanked,
That youthful days were far behind
My lucky stars I thanked.

She met me in a lofty place,
And handed me a book,
Behind whose pages at her face
I ventured oft to look.
And, as her pupils spelled or read,
I took a passing part,
Permitting them to leave off head
The while I left off heart.

Now I'm a candidate, I feel
A curious elation,
A wondering 'twixt woe and weal
O'er my examination.
On passing it my heart is set,
And hardly can I wait
Till she and I together get
A joint certificate.

[FOR THE NORTH CAROLINA TEACHER.]

A MONOGRAPH ON SPELLING.

BY W. CATLETT, PRINCIPAL, OF CAPE FEAR ACADEMY, WILMINGTON.

Some men are born spellers; that is to say, they have a natural aptitude for acquiring the power of a ready presentation of the "Queen's English" in words. Some men achieve spelling; that is, by dint of labor they manage to make themselves intelligible when trying to write correctly according to Webster or Worcester: and some men have spelling thrust upon them; in other words, they spell as the occasion may present itself, regardless of form, use, discrimination or the eternal fitness of words.

It is of this middle class that I am to write.

"*How can we make good spellers of pupils preparing to be graduates of high schools and colleges?*" That is the question. Of course, it is presumed they will spell as the rest of educated mankind.

For many years spelling has been a specialty in my school. I have spent much time in obtaining the proper text-books and in studying methods and principles of teaching spelling. It has been my aim rather to make good, practical everyday spellers rather than to raise up an army of "Spelling Bee" monstrosities.

A student of the Latin and Greek will have a decided advantage over one who does not study these languages, whenever words of foreign, or rather classic origin, present themselves for proper spelling, as he has become familiar with them by sight and not by sound.

And this I state first in proof of the fact that correct spelling will be acquired more readily and accurately by writing than by the oral method.

I shall also remark here that I do not mean by this to condemn the oral method or to advise its abandonment,

since it possesses features of benefit to the student which he cannot afford to be without.

We need a knowledge of spelling mainly when we write. I have often had men to tell me that frequently, when in doubt about the spelling of a word they would write it, and its appearance on paper would at once satisfy them as to the correctness of the spelling. They learned to know, or recognize, the word as they would the face of a friend.

Then any teacher who attempts to teach spelling without having it written will fail to make good spellers.

To be as practical as possible, I shall describe teaching of spelling in my classes. Let it be understood that I take pupils only when they have learned to read and are supposed to know the sounds of the letters and are fairly familiar with them.

I have four grades of spelling in a school of a hundred boys, all of whom are beyond Long Division in arithmetic, as a standard by which to grade. I do not mean to say, however, that arithmetic has anything to do with spelling, though I once heard a college president say he had learned more grammar from an Algebra than from an English Grammar.

In preparing the lesson for the following day I go over it with each class, call attention to any peculiarity of spelling, note the meaning of the words, and form a sentence embodying the use of the word. It is useless to spell and define a word unless it can be correctly used and thus become a part of the pupil's vocabulary. You will be surprised to find what a laughable use of words even a well advanced pupil will make when left to himself to prepare sentences.

On the following day the class is first examined orally, when each is required to spell, define, and give a sentence containing the word correctly used. Then each pupil is made to write a certain number of words according to the

allotted time, taken from the lesson, also the definitions and sentences as in the oral exercise. This forms the chief part of the recitation.

I then examine each slate closely while walking past the class seated before me. In this way I correct mistakes of punctuation, grammar, and spelling; and, indeed, a variety of information may be given. I have here occasion to correct daily irregularities in those oft-recurring words, such as *their*, *there*, *two*, *too*, *io*, *here*, *hear*, and others of similar nature.

I also have the pupils learn those general rules for spelling, which may be found in any well arranged spelling-book, such as when to double the final consonant upon the addition of a suffix; when to drop the final *e*; when *ei* and when *ie* occur; when final *y* becomes *i*, etc.

I impress upon them, especially if they be students of the classics, to remember the origin of the word or its appearance in its native form and thus let the individuality of it show itself in its orthography, as in spelling *site* and *cite*, *supersede* and *recede*.

Every Friday I have a general review, and give words to be spelled orally and to be written, taken promiscuously from any lesson which the class has studied.

I have had to give a rule for spelling, which has puzzled some and which all books on spelling and lexicons fail to give. That is when to use *able*, *ible* or *eble*. As a general rule the vowels of this suffix follow the conjunction of the verb in the language from which it is derived, with some exceptions. *Deleble* comes from the second conjugation verb *deleo* with the anomaly of *indelible*; *audible* from the fourth conjugation verb *audio*. English or Saxon words take *able*, as well as words derived from first conjugation verbs. A few words, like *passible* and *passable*, differ according to meaning.

I cannot refrain from recommending a careful drill with primary classes, or beginners, in those consonant and vowel combinations given in the old spellers, *ba, be, bi, bo, bu* and so on.

Of course some words, as *rough*, and words of foreign origin, such as *debris* and *depot*, must be learned by sight; but a knowledge of those combinations will greatly aid young spellers.

I know the *Pestalozzians* or *Froebelites* or *Parkerites*, or *Word Methodists*, or whatever this so-called new school of educators call themselves, will differ with me; but I am still of the opinion that the teachers of the *middle ages*, that is to say the age between the period of Pestalozzi and our Modern Solons, possessed some knowledge of the correct method of training the young, however faulty their plans may appear to the wise men of to-day.

Pupils should also be reminded that much reading tends to make good spellers, especially if there is a disposition for close observation. We grow familiar and know those things which we constantly meet with.

The preceding, in brief, is, I think, at least one of the best means to produce accurate spellers among those about to enter any sphere of life.

THEY DO NOT KNOW AMERICAN.

Our readers will recall it that we have been, for several years, making a vigorous demand that the schools shall give more attention to teaching the children to better understand the American language,—their mother tongue. THE TEACHER has asserted time and again that many of the graduates by our high schools and colleges know less

of American than of any other subject which they have studied. We feel that our demand was just and timely, since it has received the endorsement of President Elliott of Harvard University, who asserts that the American language is neglected in American schools. The *Boston Advertiser* says:

"Some years ago President Elliot, who is a good authority on education, expressed in a memorable way his opinion that the very quintessence of education consists in acquiring mastery of one's mother tongue.

"Some people were astonished at such doctrine coming from the lips of the president of a great university. They seem to have taken it for granted that a college magnate's idea of liberal learning must necessarily center upon Greek and Latin, with a radius extending far enough to include mathematics and possibly natural sciences.

"A paragrapher doing space work on a comic paper, being hard pushed once upon a time, invented a little story to the following purport: 'A sweet girl graduate from a young ladies' boarding-school, who had been favored with an introduction to the distinguished head of Harvard University on a class day, gushingly asked him whether it was true that Harvard students used the Latin language in their familiar conversation. On receiving a negative reply, she suggested, in turn, Greek, French, German, and finally, with an accent of disappointment, said she supposed then, that they talked American. But "Prex" smilingly gave his fair interlocutor to understand that she was still in error. 'What language do they speak, then?' she cried in desperation. 'Slang, mostly,' Dr. Elliott is alleged to have replied.' The paragrapher's skill was not very brilliant, but it will serve for a diverting introduction to a serious subject.

"Harvard has taken the lead among American colleges in an urgently-needed reform by giving more and more promi-

nence to the academic study of the American language. Her honored president is entitled to immense credit for insisting upon this, and for persistent efforts to induce teachers engaged in primary and secondary education to join in the good work.

"The subject is one fitted to stir the blood of every man who cares for true culture. The lack of knowledge, practical knowledge, of the American language on the part of people who have been extensively and expensively 'educated' in our American schools is nothing less than appalling. The evil exists all the way through from the ranks of grammar school graduates to those of collegiate alumni. It is little, if any, less in the latter than in the former.

"The melancholy truth is that many a bachelor of arts, yea, many a master of arts, and many a doctor of laws, and many a doctor of divinity cannot, or, at any rate, do not either speak or write American sentences with any near approach to uniform accuracy in the use of words. They do not appear to know, in the first place, the exact meaning of the words that they employ. They say one thing when they intend to say another.

"Next, their sentences are slovenly constructed. There is confusion, clauses that are designed to stand in certain relations are made to stand in very uncertain relations. Conjunctions do not connect. Comparisons are attempted between different parts of speech, and between clauses so differently constructed that no comparisons are possible.

"Even the simplest rules of grammar are often disregarded. A plural predicate follows a singular nominative, a pronoun does not 'agree with its antecedent in gender, number and person.' In speech, orthoepy is slaughtered.

"In writing, orthography is mutilated. With tongue and pen, euphony is put upon the rack. 'Letters to the editor' will seldom bear the ordeal of print until the editor has stabbed them with his pen in places more numerous

than were the rents in Cæsar's mantle made by the daggers of Brutus and the envious Casca.

"What do we mean when we talk about 'illiteracy'? Do we not intend by that term to denote, in a general way, absence of educational requirements, but specifically, lack of the knowledge of letters; thus implying that he who cannot read and write suffers under the sum of all ignorance? Massachusetts boasts of her high rank among commonwealths in respect to the comparatively small amount of illiteracy within her borders; but if it were possible for census tables to show what proportion of our people can and do read with complete understanding and write with tolerable correctness, should we not hang our heads in shame?

"The great and crying need is for reform in public school teaching. Every American boy and girl has the right, the birthright, to such instruction, such training, in free schools as will enable him, or her, forevermore to use our glorious mother tongue as not abusing it.

"Only a few can go to college; all can go to school. Let the colleges repent of their shameful negligence, and 'bring forth works meet for repentance'; but, especially, let the common schools do this, or prepare to 'flee from the wrath to come.' The American birthright is one that must be no more basely swapped for such messes of pottage as extracting cube roots and loading adolescent memory with the names of all the rivers that flow into the China Sea."

We commend these thoughtful statements to the careful attention of every teacher in North Carolina schools, for it must be admitted that a boy or girl graduate of high school or college who does not thoroughly understand the American tongue has been badly taught, no matter how extensive may be their classical, artistic and scientific information, or their foot-ball culture.

NORTH CAROLINA.

INTERESTING FACTS AND STATISTICS OF THE STATE WHICH EVERY BOY
AND GIRL SHOULD KNOW.

- Number of counties, 96.
State area, 52,286 square miles.
Extreme length is $603\frac{1}{4}$ miles.
Extreme breadth is $187\frac{1}{2}$ miles.
Number of electoral votes, 11.
Number of cotton factories, 160.
Length of coast line is 314 miles.
Area of Dismal Swamp, 150,000 acres.
Number of miles of railroad, 3,570.
Inland steamboat navigation, 900 miles.
Total population, 1,617,947.
White population 1,049,191.
Negro population, 567,170.
Indian population, 1,671.
Population of Raleigh, the capital, 16,000.
Total water-power, 3,500,000 horse-power.
Average mean annual rainfall, 52 inches.
Western boundary—longitude 81° , $42'$ $20''$.
Average winter temperature, 43° Fahrenheit.
The highest point is Mitchell's Peak, 6,888 feet.
Number of bales of cotton consumed, 147,683.
Assessed value of railway property, \$23,654,335.74.
Limit to State and county taxes, $66\frac{2}{3}$ cents. Limit to
poll tax, \$2.
Area of largest county (Brunswick) is 950 square miles.
Area of smallest county (New Hanover) is 80 square miles.
The highest town in the State is Highlands in Macon
county, 3,750 feet.
Mean annual temperature at Raleigh, 60° ; Florence,
Italy, 59° .

Legal rate of interest, 6 cents; by contract, 8 cents; usury forfeits interest.

Mean annual winter temperature of Raleigh, 44°; Florence, Italy, 44°.

State, Congressional and Presidential elections Tuesday after first Monday in November.

Tax value of real and personal property, bank stock and railroads is \$262,796,816, representing about one-half actual value.

The average date of the first killing frost is October 10, and the last killing frost in Spring is in April.

Public school system adopted 1840. At present there are 4,168 white and 1,192 negro school-houses. School age, 6 to 21 years.

The census of the children of school age is, whites, 386,560; negro, 211,696; total, 598,256. Enrollment, white, 215,919; negro, 110,441.

The grand total of receipts for public schools for the year ending June 30, 1893, is \$775,440.63. The total expenditures for the same period are \$760,091.04.

The death penalty is inflicted only for murder, arson, burglary and rape, the General Assembly having power to abolish it in all cases if deemed advisable.

Married women retain all their real and personal property exempt from the debts of their husbands. Liens of mechanics and laborers for their work are required.

Legislature, biennial in odd numbered years, meeting Wednesday after the first Monday in January. Limit of session, with pay, 60 days. Terms of Senators and Representatives, two years each. Daily salary, \$4.

Homesteads are allowed to the amount of \$1,000 value and personal property to the amount of \$500. The homestead is not only exempt during the life of owner, but after death during the minority of any of his children, and also during the widowhood of his wife.

THE DIFFICULTIES OF GRAMMAR.

What is known as "technical grammar" should be thoroughly studied by every child in school. It must be admitted, however, that the teacher of American grammar will encounter many difficulties in regard to the construction of our language according to the ideas of various authors of the grammars.

The *New York Recorder* has this to say on the subject:

"American grammar, so called, is a caution! According to Whitney, American nouns have two cases, pronouns three; Holbrook and Maxwell mention three cases, Harvey four, Harper and Burgess five.

"In the matter of gender, Richard Grant White tells us that 'there is not a vestige of it in the American language.' Whitney says that, with a few exceptions, nouns have no gender. Other authors mention three.

"Whitney and White assign to the verb two tenses, Harvey and Holbrook six, Harper and Burgess three, but subdivide them so as to make nine, and Maxwell speaks of six tenses, but with twelve 'tense forms.'

"White says the verb has two modes, Whitney three, Harper and Burgess three, Maxwell four, Harvey five, Holbrook six! White declares that American has no 'voice.' Whitney assigns one voice to the verb. All others mention two.

"According to Whitney, Harper and Burgess, the infinitive is a noun. According to Harvey, Maxwell and Holbrook, it is a mode. White says nothing on the subject."

We substitute the word "American" for "English" where it was evidently intended to be used by the writer. THE TEACHER holds that America has a language of her own, and that it is the most consistent and sensible of all spoken languages of the world. An American lady was

recently visiting England and upon being introduced to an English girl was asked "How long have you been in England?" "About two weeks," replied the American lady. "What! only two weeks!" exclaimed the girl, "and you have almost learned to speak English so soon!"

Why should not there be an authorized and official grammar of the American language? The fact that there are a few general rules in regard to gender, number and case which have been accepted by the leading grammarians is not sufficient for America—the greatest of all nations of the earth. If necessary a Congress of Language should be called by the United States Commissioner of Education, which shall have absolute and official authority to permanently fix all the variations and parts of speech of the American language. No text-books on grammar which are at variance with the action of this congress should be permitted in any public or private school of our country.

WHEN THE NORTH CAROLINA TEACHER boldly denounced the inter-collegiate games of foot-ball as brutal and demoralizing, an athletic publication, about forty miles from Raleigh, said that "nobody would ever agree with the editor of THE TEACHER." Perhaps this young man has learned e'er this that almost *everybody* now agrees with THE TEACHER. The right will always triumph. It seems during the past ten years that THE TEACHER has come about as near expressing public sentiment in North Carolina as has any journal ever published within the State. I have no personal interest whatever in THE TEACHER, but I know it to be a fearless, honest and conservative journal, always looking to the best interests of North Carolina schools and teachers, and this is sufficient for me.—J.

FOOT-BALL ATHLETICS.

BY JONES, THE CENTER RUSH.

THE "leaders of the classes" in college rarely belong to the tramp foot-ball teams. But of course it is only because they forgot to join!

DAVIDSON COLLEGE has abolished inter-collegiate foot-ball games so far as its students are concerned. Good! Now what college will be next to do the right thing?

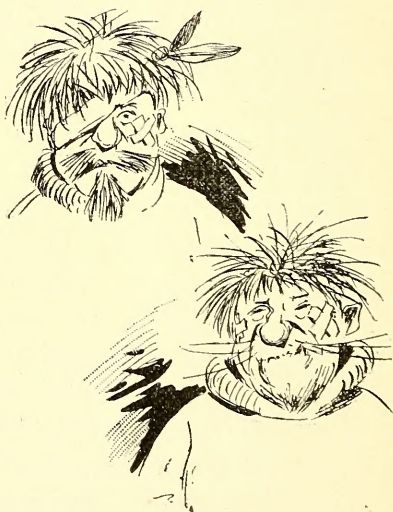
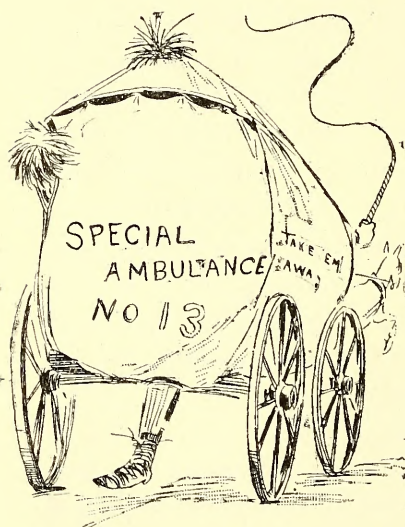
A COLLEGE BOY can get all the exercise and physical culture he wants or needs in the college gymnasium, without being obliged to tramp over the country to murder some other college boy in a so-called foot-ball "game."

NORTH CAROLINA is glad to know that she has some boys in college who are so bright that they can take a foot-ball tramp of about two weeks, lose perhaps a month in preparation for the fight and recovery of injuries received, and then score brilliant records in the recitation-rooms!

OUR HIGHER institutions of learning are now designated in our country as "the foot-ball college," or "the educational college." Of course the foot-ball colleges try to defend this part of their course, but the patrons and the public have no sympathy whatever with a defence of such degrading, brutal and immoral "culture."

"GENTLEMAN JIM" Corbett can't understand why people will pronounce mug-mauling a brutal game and go to witness a game of foot-ball and applaud it, when scores of the kickers are lugged off the field more dead than alive. The people are beginning to realize that Corbett, the professional pugilist, is right, and the college that tolerates an inter-collegiate foot-ball team is not in good favor with the public.

I AM GLAD to know that my "Foot-Ball Notes" in December number of THE TEACHER were so extensively endorsed and approved by the thinking people of North Carolina, including most of the college students. Perhaps the people will yet be able to teach the colleges a thing or two. THE TEACHER has forwarded to me a pathetic letter from a father who has a son at a prominent college in this State, saying "the inter-collegiate foot-ball games have ruined my noble boy as a student, and I fear that his whole future is blighted. Please keep up your fight until every respectable college in North Carolina has forever abolished the brutal, abominable and demoralizing so-called game of 'foot-ball.'" That is just what I intend to do, my friend.



AFTER THE BALL WAS OVER.

After the bail was over—

After the game was played—

The wagon hauled the boys all home,

Except these two who stayed.

County Superintendents' Department.

UNDER THE AUSPICES OF THE COUNTY SUPERINTENDENTS ASSOCIATION
OF NORTH CAROLINA.

GOOD OFFICERS, GOOD SCHOOLS.

BY C. B. WAY, COUNTY SUPERINTENDENT OF BUNCOMBE.

The question, "How to improve our public schools," comprehends the whole substance of the "lesson" I have been studying ever since I have been a County Superintendent. Of course, its solution involves the careful consideration of very many minor questions of principles and of practical application.

In mastering a lesson so large, and so important, one requires all the aids he can obtain. Therefore, I was truly gratified to note your establishment of the "County Superintendents' Department" in *THE TEACHER*. It ought to add very greatly to its teaching power, and constitute the most available and valuable medium of disseminating correct answers to the numerous questions that meet us at every step in our efforts to develop a good and efficient system of public schools—Professor Alderman being unquestionably correct in the proposition, so felicitously stated by him, that "any school system is a growth, not a creation."

The public schools of North Carolina are the children of the Constitution—which is simply declaring that they are the offspring of the intelligence and virtue of the people. Does it not follow that they live in the hearts of our citizens? And can they not, *shall* they not, attended by the zealous care and vigilant intelligence of their officers and teachers, and nurtured by the affections of the people, grow into a magnificent and mighty "system" which shall banish

ignorance and poverty from the land, and be the pride and glory and savior of our noble old commonwealth?

"Iron sharpeneth iron; so a man sharpeneth the countenance of his friend." Then let us all, with heads and hearts *devoted* to the task, continue earnestly to study this great problem *how* to improve our public schools, and freely give the results of our labor, and the best thoughts of our minds, to the whole fraternity in our "Superintendents' Department" of THE TEACHER. I am satisfied that many of *us* will be improved thereby; and one of my first "*hows*," in answering this vital question, is improve the *school officers and teachers*. The improvement of the schools follows as a necessity.

If any county has an indifferent, careless, or otherwise incompetent Superintendent let him be discontinued at the earliest opportunity. If it has a hard-working, zealous, capable Superintendent keep him as long as he improves. School committees should adopt the same rule as to teachers. If the Superintendents shall appreciate, and use as they can and ought to, this department, in less than five years you will find it necessary to issue a separate magazine *for them*, or double the size of THE TEACHER.

Your last number has some good thoughts about examinations by Brother Fleming of Alamance. Two examinations in a year *are* enough. If an emergency arise, such as the required opening of a school before the regular time for examinations, a temporary certificate, lasting until that time, might be granted.

As to "indorsing" certificates issued by Superintendents of other counties, I do it in special cases. As, where I *know* the Superintendent who issued it, and it is necessary for the best interest of some school that the teacher have a certificate in my county before the next regular examination day. In such a case I am adopting the work of the other examiner as my own.

In regard to "renewing" certificates without a new examination, my rule is this: If I know the teacher is worthy and entitled to the grades in the certificate he holds, and that he is teaching every year, and no regular examination is on hand, I have no hesitation in giving him a new certificate, with corresponding grades, without a new examination. I give two examples "in my practice": I refused to indorse a certificate held by a teacher from a Superintendent about whose work I knew nothing. In that certificate (first grade) there were six branches upon each of which he was graded one hundred. After examination I gave him a second grade certificate, and he said "he didn't expect that after he saw my Examination." Then, there are several teachers in our public schools who have first grade certificates from State Examiners which have expired. They teach every year, and *I see their work* in the school-room. I have no scruple about giving *them* new certificates without new examinations, if no regular examination is on hand and they wish to commence school before one is held. But they attend the Institute when it is held. In these cases I feel that I am doing the best I can to *give the children good teachers*, and I think I am within the reason and intention of the law.

I am decidedly in favor of uniform examinations, and they should be prepared by the State Superintendent. He has authority to do so under the law as it is—Chapter 200, Section 6, Laws of 1889—and I wish he would do it. Suppose all the County Superintendents who are of like mind send him a written request to do so? Let him prescribe all the rules and regulations to govern in conducting it. I think he will do it if his other duties allow him time.

Will you please publish list of the officers of the State "Association of County Superintendents" and post-office addresses, as hard times and official work prevented some of us from going to Morehead last year. I think good

might be done for public schools by that organization if more work were done for it, or *by* it. We ought to have an annual meeting at Raleigh about Christmas holidays. And I am not sure but it would be as reasonable to require the Superintendents to attend its meetings as it is to require our teachers to attend the 'Teachers' Institutes.

No objections being heard, I will have something to say in next TEACHER about how to improve our public schools.

[Will the Secretary or President of the State Association of County Superintendents kindly furnish THE TEACHER with a complete list of officers and committees for the current year?—EDITOR.]

SOME GOOD RULES.

Prepare for your recitations in advance.

Text-books are subordinate to skilful teaching.

Use the blackboard yourself.

Send your pupils to the blackboards.

Keep wide awake yourself.

Keep your pupils on the alert.

Don't talk too much.

Never repeat the pupil's answer.

Seldom repeat a question.

Don't try to teach all you know at once.

Never tell your pupils they are dull, slow, or stupid.

Be cheerful and animated, but not frivolous.

If everything seems to go wrong, it is probable that you are out of humor yourself.

A pleasant voice is music in the school-room.

Expect to leave much untaught; no teacher ever succeeded in teaching everything.

Do not expect to make good scholars out of all your pupils; to do so is impossible.—*John Swett.*

IN THE SCHOOL-ROOM.

A HAPPY VISITOR.

Little children, don't you hear
Some one knocking at your door?
Don't you know the glad NEW-YEAR.
Comes to you and me once more?

Comes with treasures ever new
Spread out at our waiting feet?
High resolves and purpose true
Round our lives to music sweet.

Ours to choose the thorns or flowers,
If we but mind our duty,
Spend aright the priceless hours,
And life will glow with beauty.

Let us then the portals fling,
Heaping high the liberal cheer;
Let us laugh, and shout, and sing,
"Welcome, welcome, glad NEW-YEAR!"

THINGS TO TALK ABOUT WITH YOUR PULILS.

A HEALTHY SWAMP.—The Dismal Swamp, which is partly in North Carolina and partly in Virginia, has no decomposed wood. It is formed principally of juniper and cypress trees which turn into peat instead of rotting on the ground. This swamp, therefore, is not a region of miasma.

Fever and ague are unknown. The air is pure and sweet. It does not receive the drainage of the surrounding country, but like a great sponge gathers the rain and empties it into the ocean by several rivers. Its water is tinged by the juniper to a wine color and will keep fresh and pure for years, and is said to have healthful properties. It is often used by naval vessels on long voyages.

WHAT THE PRESIDENT COSTS.—There is a general idea that the President's salary of \$50,000 a year is all that he receives, and that, when compared with the salaries paid the sovereigns of Europe, the sum is not enough. This is a mistake.

In addition to this salary, the President receives \$36,064 to pay the salaries of his clerks and subordinates. His private secretary has \$3,250; his assistant secretary, \$2,250; the stenographer gets \$1,800; each of the five messengers, \$1,200; the steward, \$1,800; each of the two doorkeepers, \$1,200; while other employees are paid in proportion, down to the man who takes care of the fires, who receives \$864. Also, \$8,000 are allowed for incidentals, such as stationery and carpets; \$12,500 for repairs and refurnishing; \$2,500 for fuel; \$4,000 for the greenhouse; and \$15,000 for stable, gas, and other incidentals. In all, the President and his house cost the country more than \$125,000 a year.

THE AGE OF THE EARTH.—At the recent meeting of the American Association for the Advancement of Science, in Madison, Wis., an interesting paper on this subject was read by Prof. C. D. Walcott, of Washington. He places the age of the earth at about 45,000,000 years, dividing the periods of geological time as follows:

	Years.
Cenozoic (including Pleistocene), about	2,900,000
Mesozoic	7,240,000
Paleozoic	17,500,000
Algonkian	17,500,000
Total time of sedimentary rocks	45,140,000

While this estimate is less than that made by many authorities, it is not so low as that made by several. Winchell placed the age of the world at about 25,000,000 years; Lyell made it 240,000,000; Darwin, in a general way, placed it at 200,000,000; Geikie, at 73,000,000. Other estimates range from 100,000,000 to 600,000,000 years. At the rate of deposit in the ocean to-day, it would require, he calculates, 1,200,000 years to deposit the 6,000 feet of limestone, which cover an area of 400,000 square miles on the plateaus of Utah and Nevada, that were formerly a sea-bottom. The sandstones in the same region, and shales, are 15,000 feet thick, and for their deposit he assigns 16,000,000 years. With these figures as a unit, he reaches the conclusion given in the table cited above.

WHAT SOME PEOPLE THINK IS HEAVEN.

The natives of Botocudes, one of the hottest regions of the earth, believe that heaven will be a land of cool streams and shady groves, entirely cleared of all underbrush and cacti!

All desert-dwellers, it is said, die expecting to awake in a wooded land, supplied bountifully with cold water.

Natives of the frozen North have Paradise pictured as a land of warm sunshine, with glowing fires overhung with pots of boiling whale's blubber and easeful couches of fur scattered here and there.

The Caroline islanders, who are passionately fond of liquor, but who are in mortal dread of breaking their necks by falling from one of the millions of cliffs with which their islands abound, believe that Paradise will be a land as level as the floor, where one can get drunk and not be in constant dread of cracking his cervical vertebræ.

PRIMARY READING.

Teachers have great trouble with the beginners in reading. Much of this difficulty will be removed by using a little book on the State list, prepared by Superintendents Moses and Noble, entitled "Williams' Reader for Beginners." The book is to precede the first reader. By a systematic arrangement of carefully chosen words it aims to give the child a working knowledge of the usual powers of the letters of the American Alphabet, and to this give him the ability to find out words for himself. It can be used with equal advantage whether the word, phonic or alphabetical method is used by the teacher. The book is the result of many years experience in primary work by its distinguished authors, and it is being used with most gratifying success by primary teachers throughout the South.

FOR THE HISTORY CLASS.

To "strike the flag" is to lower the National colors in token of submission.

Flags are used as the symbol of rank and command, the officers using them being called flag officers. Such flags are square to distinguish them from other banners.

A "flag of truce" is a white flag, displayed to an enemy to indicate a desire for parley or consultation.

The white flag is a sign of peace. After a battle, parties from both sides often go out to the field to rescue the wounded or bury the dead under the protection of the white flag.

The red flag is the sign of defiance, and is often used by revolutionists. In our service it is a mark of danger, and shows a vessel to be receiving or discharging her powder.

The black flag is a sign of piracy.

The yellow flag shows a vessel to be in quarantine, or is a sign of a contagious disease.

A flag at half-mast means mourning. Fishing and other vessels return at half-mast to announce the loss of some of them or the death of some of their men.

Dipping the flag is lowering it slightly and then hoisting it again to salute a vessel or fort.

If the President of the United States goes afloat, the American flag is carried in the bow of his barge or hoisted at the main of the vessel on board of which he is.—*Practice of Education.*

TIMELY QUESTIONS.

Have you given a helping hand wherever you have seen the need of one?

Have you been as true to yourself as you know how?

Have you always acted upon the advice you have given to others?

Have you paid your debts promptly, and lived within your means?

Have you broken off one or more bad habits during the year?

Have you dealt fairly with all who have confided in you?

Have you been as true to your friends as you expected them to be to you?

Have you given your folks any cause to feel proud of you?

Have you made special studies on any important topics?

Have you learned anything that will change your life for the better?

In short: Have you done unto others as you would have others do unto you?

And, have you shown that you love your neighbor as yourself?—*Pittsburg Commercial-Gazette.*

North Carolina Teachers' Assembly.

ORGANIZATION 1893-'94.

F. P. HOBGOOD (Oxford Female Seminary), President, Oxford.
 ALEXANDER GRAHAM (Graded Schools), First Vice-Pres't, Charlotte.
 EUGENE G. HARRELL (editor N. C. TEACHER), Sec. and Treas., Raleigh.

EXECUTIVE COMMITTEE:

F. P. HOBGOOD, Chairman (President Female Seminary), Oxford.
 EUGENE G. HARRELL, Secretary (editor N. C. TEACHER), Raleigh.
 J. M. HORNER (Superintendent Horner School), . . . Oxford.
 B. F. SLEDD (Wake Forest College), . . . Wake Forest.
 M. C. S. NOBLE (Superintendent City Schools), . . . Wilmington.
 GEORGE A. GRIMSLEY (Superintendent City Schools), Greensboro.
 E. A. ALDERMAN (University North Carolina), . . . Chapel Hill.
 C. B. DENSON (Associate Principal Male Academy), . . . Raleigh.
 E. P. MOSES (Superintendent City Schools), . . . Raleigh.

COUNSELLORS:

Each County Superintendent in North Carolina.

ELEVENTH ANNUAL SESSION:

Morehead City, N. C., June 19 to July 1, 1894.

ANNUAL MEETING OF EXECUTIVE COMMITTEE

In accordance with a notice by the President the Executive Committee held its regular annual session in the parlor of the new Park Hotel, Raleigh, on January 2, 1894.

There were present, President F. P. Hobgood, Secretary E. G. Harrell, Superintendent E. P. Moses, Superintendent G. A. Grimsley, Captain C. B. Denson, Vice-President W. B. Kendrick, ex-President George T. Winston, and State Superintendent John C. Scarborough.

Dr. Winston addressed the Committee in behalf of a very kind and liberal proposition, submitted by the State University, inviting the Assembly to hold its session for 1894 in the University buildings at Chapel Hill, in connection with a contemplated Summer School for Teachers, which is to be organized under the auspices of the Faculty of that institution. After long and careful consideration of the invitation by the committee, it was decided that it be not accepted at present, and the following resolution was adopted in regard to the matter:

Resolved, That the thanks of the Executive Committee be tendered to Dr. George T. Winston and the State University for the very courteous and liberal proposition submitted, in regard to holding the annual session of the Teachers' Assembly for 1894 in connection with a Summer School at the University.

Resolved, further, That this committee does not feel authorized to decide upon so important a change in place of meeting, and, therefore, cordially invites Dr. Winston to submit the proposition to the Assembly in regular session at Morehead City, in June, for general consideration.

The Committee then unanimously fixed the time and place for next meeting of the Assembly, June 19 to July 1, at Morehead City, in the Teachers' Building.

In taking up the matter of programme for the coming session it was decided that this must be the biggest and best of all the great meetings of the Assembly. To this end the work is made more interesting, practical and valuable than ever before. Special days will be given to "Primary Work," "Preparatory Work," and "College Work." All the relations of the various schools and colleges to one another will be fully considered and defined.

The Instrumental Music Contest between the girls in the schools of the State will be continued, open to the female pupils of any school this year whose Principal is a member of the Assembly. The gold medal awarded to the successful competitor will be presented by Governor Elias Carr. Instead of the usual Oratorical Contest there will be an Inter-Collegiate Debate, the question for debate to be

selected by the Executive Committee and announced in due time. This contest is open to any chartered institution of learning in the State which confers the regular literary degrees. The gold medal will be given to the best debater. This contest of brain among our college boys will attract universal interest throughout the State.

A very strong invitation was extended to Vice-President Adlai E. Stevenson and family to visit the Assembly. The invitation represented the leading teachers and prominent people of every section of North Carolina, and it is expected that the Vice-President will accept and greet thousands of his good Old North State friends at Morehead City in June.

Among the eminent educators from abroad who will be present at the meeting and address the Assembly, are Dr. Jerome Allen, of the chair of Pedagogics in the University of New York and editor of the *New York School Journal*; and Dr. C. W. Bardeen, editor of *The School Bulletin* at Syracuse, author of a number of most popular textbooks for schools and colleges, and the strongest and wittiest educational writer in the United States. The great value of the presence of these distinguished educators in an assembly of teachers cannot be truly estimated.

Evening lectures are limited strictly to forty minutes, leading papers in daily sessions to thirty minutes, all others to twenty minutes, and speeches in discussion to ten minutes. This rule, made by the Executive Committee, will give ample time for the discussion of every subject under consideration, and it will secure time for the very necessary general discussion of important educational matters which will be brought before the Assembly.

The books and accounts of the Secretary and Treasurer will be audited as usual, and the following committee was appointed for this purpose: Captain C. B. Denson, Superintendent M. C. S. Noble, and Professor E. A. Alderman. The Assembly Building is reported by the janitor as in excellent condition and is needing no repairs.

YOU WILL see the largest crowd of teachers at Morehead City in June that has ever attended the Assembly. It is not true to say that "everybody is going," but you will almost think so when you get there. From every direction come letters signifying the intention to be present. We have just passed through a "hard year," and the teachers want to meet one another and talk over matters.

MANY OF the County Superintendents are already urging their teachers to begin to make arrangements to attend the Assembly this summer. They realize the many benefits which every teacher derives from the great social meeting and conference of the brotherhood, and they want all their teachers to share the encouragement and inspiration which the great council at Morehead City each year gives to all who attend.

THE "Primary Teaching of Reading and Arithmetic" will have the first and greatest care of the Assembly this summer. These are the most important branches of all school work. Discussion of these subjects will include special addresses by Superintendent Moses, of Raleigh Graded Schools; Miss McKimmon, of St. Mary's School, and others of our leading and most successful teachers. There will be practical views and suggestions of such value presented on this occasion as have never before been offered to North Carolina teachers.

FOR THE past six years the Assembly programmes have come as near being followed as they were printed as have been those of any other educational meeting in America. There have been very few absentees among the speakers, although some daily changes have been occasionally necessary to meet the convenience of lecturers. It is the intention at the coming session of the Assembly to adhere closer to the published programme than ever before, and it is quite certain that every paper will be presented as announced, except in case of absolutely unavoidable hinderance.

EDITORIAL.

“Carolina! Carolina! Heaven’s blessings attend her,
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.”

SOME SHORT TALK.

This is 1894. The year 1893 is behind us. Let us now look forward, not backward. We want to *move* forward, also. The country has had a money panic and the grippe. It is hard to say which was worse. We do not yearn for any more of either. Times are now getting some better. Let us forget the panic and the grippe. This is to be our big school year. Every teacher must help make it so. We want a great educational campaign and revival. The people are to be aroused as never before. Parents must be persuaded to do more thinking on this subject, and every child should be in school or college. Every teacher must be with the great Assembly in June, if possible. This is no time for dissensions or divisions. The people and the teachers must be firmly united for the common good of our schools and our children. Private education and public education must walk hand in hand. A stronger brotherhood is to prevail. The teachers should be satisfied only by doing the very best work possible. Let this be a year of hard work—earnest work—for the children of North Carolina. No worker will have time to be discouraged. Each teacher must help every other teacher. Primary schools, preparatory schools, colleges and universities must

try to build up one another. Always talk *up*, not *down*, your schools, your teachers, your school officials, and your Teachers' Assembly. This will make even good things better, and insures success. Sixty-five million American citizens could *talk down* the whole United States into discredit in a week. "Do not try to cross a bridge before you get to it." You may not get to the bridge and then you will have borrowed your trouble for nothing. Read educational journals. Try to become inspired in your teaching, and keep inspired. Enthusiasm, properly inspired, generally means victory. Write for your school journals. If you know a good thing about teaching, tell it to some other teacher. It will not harm you and will benefit your colaborer. May you have a happy and prosperous New Year.

EDITORIAL NOTES.

THE NORTH CAROLINA TEACHER now has over eight thousand regular readers, representing the very best people of our State, with a number of prominent teachers in other States.

HAVE YOU begun the new year by organizing or reorganizing your County Association of Teachers? If not, you have neglected your own interests, because nothing so helps a teacher as the influence of a live, working County Association.

THE OUTLOOK for the attendance upon the Assembly this summer is better than ever. The "times" are improving, and there are no outside attractions this year to take the attention and interest of our teachers from their very necessary home work in the annual gathering at the seaside.

THE POPULARITY of "The North Carolina Practical Speller" with teachers has been almost phenomenal. The book is upon the State list and public schools are rapidly introducing it. Many exchanges have been made during the past month, and the North Carolina book has displaced all other spellers. The first edition is nearly exhausted. The North Carolina Speller represents the combined talent and experience of four of the most prominent educators in the State, and it will soon be the only book of its kind used in our schools.

WE HAVE applications almost daily for space in THE TEACHER for advertising some patent medicine, and we must say again, as many times before, that this class of advertising is not admitted to the pages of THE TEACHER for any consideration whatever. Descriptions of diseases and remedies therefor belong solely to those afflicted and the family physician, and not to the public press, particularly to no educational journal. We do not advertise anything that we do not know to be as represented, and while we are in excellent health we cannot testify as to the value of any patent medicine, because we have never needed any.

SOME TEACHERS ask us, "How may I increase the spirit of education among the people of my community?" The way to do this is simple enough. You have only to be thoroughly inspired yourself, and to arrange for several public educational meetings at which only inspired speakers shall have a place on the programme. The people are now thinking and talking about "hard times," but the times in the South are not near so hard as some persons think they are. But now is the best of all occasions for live teachers to divert public thought in their communities into educational channels and create a more intense desire for knowledge. This is the best of all occasions to convince a parent that the greatest inheritance he can give to his children is a good, practical education.

THE SCHOOLS are discussing with great interest, spirit and profit the question of a State Tree for North Carolina, as suggested in December number of THE TEACHER. We have a large number of votes by schools already in hand, and in order to have the opinion of as many of our schools as possible, the time for decision is extended to March 1. Please submit the matter to your pupils at once, and you will have a most interesting and instructive discussion awakened from which much good will come. When your pupils have voted their choice of tree send the result to THE TEACHER at once. We wish that every teacher in North Carolina could see the interesting letters which we have already received in regard to this matter. You could not fail to be greatly interested in choosing a State Tree for North Carolina.

THE MANY compliments which have been paid to Professors Harrington and Tolman, of the University, on the excellence and value of their classical papers in December number of THE TEACHER, by our correspondents, would make an ordinary editor and contributor very vain. Those papers on classical teaching are doing a great deal of good in our State, and, with the teachers of North Carolina, we also extend thanks to Professors Harrington and Tolman. There seems to prevail an unusual interest among our schools in the study of Latin and Greek, and we hope to have practical hints and suggestions from all the colleges for our Classical Department. Never before in the educational history of our State has there been so many boys and girls in the academies and high schools preparing for college, and we desire to give these ambitious young people every possible help and encouragement. We have in hand some excellent papers for this department, and regret that they were not received in time for this issue.

ABOUT OUR TEACHERS AND SCHOOLS.

MR. J. T. SANDERS has a school at Mountain Island.

MISS ADDIE LEA is teaching a public school in Caswell County.

MR. ARTHUR THOMAS is teaching a public school near Leasburg.

MR. ALVA ENGLISH (Trinity College) is teaching in Martin County.

MISS LIZZIE FEATHERSTON is teaching a public school near Leasburg.

MR. H. MCCAUL (University North Carolina) is teaching a private school at Fancy Hill.

MISS ROSE FERGUSON is teaching a public school near Pleasant Hill, Northampton County.

SECRETARY HOKE SMITH will deliver the commencement oration at the University in June.

MISS ROSEDNA SLEDGE, formerly of Raleigh, has a good school at Fairview in Henderson County.

MISS PEARL HARDY, of LaGrange, is teaching music in Glenwood Academy. Mr. C. W. Corriher is principal.

MR. J. F. PRICE, in Trinity College last year, is teaching school at Quallatown, in the western part of the State.

MISS ILDA STONE has a good school near Neuse in Wake County. The building is soon to be furnished with new patent desks.

MISS BIRDIE V. WATSON, of Warrenton, is teaching in the Asheville schools; and Miss Lillian Watson is teaching in the Reidsville Graded School.

PROF. N. C. ENGLISH, formerly Professor of Social Science in Trinity College, is now farming at his old home and teaching in the Trinity High School.

MR. ALBERT HARRELL, who had a fine school in Sampson County, has resigned to accept an excellent position with a leading business house at Norfolk.

THE TEACHERS did a great deal of traveling during the holidays. We enjoyed many a pleasant shake of the hand with friends who visited the office of THE TEACHER.

MISS NELLIE GARRIS, of Conway, is in charge of a public school near Creekville, enjoying her first experience as a teacher. She has the best wishes of THE TEACHER.

MISS LILA WILLIAMS has a very fine school of sixty-one pupils at Bat Cave, Henderson County. Her excellent work is very greatly appreciated by the community.

MR. W. L. BREWER is principal of Liberty Hill Academy at Nathan's Creek, N. C. The school is rejoicing in an enrollment of about sixty pupils, with constant additions.

MISS LILLIE L. STEPHENSON, of Pendleton, who has been teaching in Virginia, has returned to her State and accepted the principalship of a school at Miami, Bertie County.

PROF. L. JOHNSON, one of the first graduates of Trinity, and for many years Professor of Mathematics in the College, is now teaching Mathematics in the Trinity High School.

FAIRVIEW INSTITUTE is enjoying a most prosperous year. This school will celebrate its decennial in June, having been founded in 1884. Mr. W. T. Whitsett is its enterprising principal.

THE TEACHER has on hand applications from several young ladies for positions as music teachers, and we will be pleased to hear from any principal desiring a competent music teacher.

THERE ARE THREE prosperous schools in Jackson, Northampton County. They are in charge of Miss Julia Ridley, Miss Bessie Buxton and Mrs. Anna L. Burnett. Jackson seems to be specially fortunate and favored.

WE RECENTLY had the pleasure of a visit from our friend Dr. John S. Long, County Superintendent of Craven. He has held the position since the office was created, fourteen years ago, and is one of the best school officers in the State.

MR. W. F. FRY (Wake Forest College) is principal of Carthage Academic Institute. Board and tuition are very reasonable in price, and special attention is given by the principal to practical character building of every pupil.

REV. W. S. LONG, D. D., President of Elon College, resigned the position on January 9, desiring a period of rest from the arduous labors and to devote his time to some other educational work. The resignation takes effect in June.

LIEUTENANT RICHARD HENDERSON, of the United States Navy, has been detailed as Military Instructor in the State Agricultural and Mechanical College at Raleigh. He has already entered upon his work, and the boys like the new feature and the new teacher.

MR. G. W. JONES is principal of Boomer High School, Wilkes County. One hundred and ten students are now enrolled, and more are expected during the spring term. Miss Maggie Jones is in charge of the music department. This is a good school and it is prospering.

MISS EULALIE ELLIOTT has a fine school of forty-five pupils at Britain. She submitted the question of a "State Tree" to her school, as suggested by THE TEACHER, and after a most interesting, spirited and instructive discussion the choice was unanimously given to the Oak.

PROF. D. H. HILL, of the Agricultural and Mechanical College, has been tendered the Presidency of the University of Arkansas. This is a high compliment to Professor Hill and to North Carolina, but it is one which his many friends throughout the State are glad to know that he did not see proper to accept.

AT THE MEETING of the Cabarrus Teachers' Council at Concord in December, *The Weekly Standard* liberally tendered two columns of the paper for the regular use of the Association. The kind offer was accepted with thanks, and the department will be edited by Mr. J. W. Kennedy, Miss Mollie Fetzer and Miss Essie Marshall. Our congratulations are extended both to the teachers and *The Standard*.

MR. E. E. BRITTON has a very fine school at Rutherfordton. Over one hundred and twenty-five pupils are enrolled and every department is liberally patronized. The Faculty comprises Mr. E. E. Britton, Principal; Capt. D. B. Drewry (Virginia Military Institute); Mrs. E. E. Britton, and Miss Bessie Moring (Elon College). The school offers a full practical and literary course to its students, with daily military training and physical culture.

AT A MEETING of the Trustees of the Baptist Female University in Raleigh, January 16, it was decided to prepare the necessary buildings and open the institution on September 1, 1894. Prof. J. M. Brewer, President of Murfreesboro Female College, was elected President of the University. The institution is located in the center of Raleigh on a commanding site, comprising about four acres of land. There has long been a demand in North Carolina for an institution of learning where young women, who have completed the course in a college for girls, could pursue their studies further. The Baptist University will supply this want, and it will be successful in its work of usefulness.

ONE OF THE BEST of our preparatory schools is Buie's Creek Academy at Poe, Harnett County. Rev. J. A. Campbell, the County Superintendent, is principal, and he has six assistant teachers: Mrs. J. A. Campbell, Miss Nolia Benson, Mr. P. H. Rogers, Mr. A. C. Holloway, Mr. W. M. Montgomery, and Mr. D. G. Wilson. The school is located in the country, a most excellent community, and board is very cheap. The enrollment at beginning of the spring term is one hundred and fifty, with constant increase. Pupils attend from several adjoining counties. The good influence of the school is felt in every public school in the county, which are better than ever before. The principal invites prominent persons to deliver a lecture to the school occasionally, and the pupils have already enjoyed Rev. J. F. Newton, of Carthage, and Mr. E. E. Hilliard, of Scotland Neck, and will have a visit shortly from Rev. Charles E. Taylor, D. D., of Wake Forest College.

CUPID AMONG OUR TEACHERS.

Many strange things in this age we see,
 For girls can now take a learned degree,
 And *our* girls all have, we're happy to tell,
 Joined to their names the A. B.—"A Belle,"
 And yet 'tis well known, to all, far and wide,
 They soon take another A. B.—"A Bride."

MR. J. H. SNOTHERLY, of our public school brotherhood, married MISS FLORA B. LONG, of Dosier, N. C., on December 7, 1893.

MISS EMMA THOMAS, one of the excellent teachers in Person County, was married December 19, 1893, to MR. WILLIAM DIXON.

MR. W. L. CARMICHAEL, of Franklin County, teaching at Royal, N. C., married MISS MAGGIE CLAYTON, of Enon, Transylvania County, December 26, Rev. J. N. Booth, of Union, S. C., officiating.

MISS MARGIE BUSBEE, a teacher in the Murphey Graded School at Raleigh, was married to LIEUTENANT W. E. SHIPP, of the 10th U. S. Cavalry, on January 17, 1894. They will reside at Winston, where Lieutenant Shipp has been detailed as instructor of Military Tactics in Davis School.

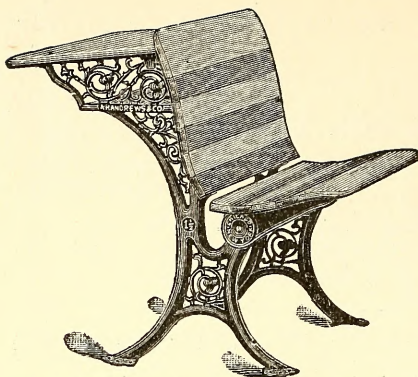
AT RECESS.

The books and slates now put away,
 And let us laugh a little while;
 For those who work there should be play,
 The leisure moments to beguile.

"MY SON," said the teacher, "observe the postage stamp—its usefulness depends upon its ability to stick to one thing till it gets there."

AN APT SCHOLAR.—Miss Scarborough (fair English woman)—"Were you born in America, Miss Brown?" Miss Brown (fair American, personally conducted)—"Oh, yes. I've been in England only a fortnight to-day." Miss Scarborough—"And yet you speak our language almost like a native. How very clever you Americans are!"

PROUD FATHER—"Welcome back to the old farm, my boy. So ye got through college all right?" Farmer's Son—"Yes, father." Proud Father—"Ye know I told ye to study up on chemistry and things so you'd know best what to do with different kinds of lands. What do you think of that flat medder there, for instance?" Farmer's Son (joyfully)—"Cracky, what a dandy place for a foot-ball game!"



SCHOOL SUPPLIES.

ANDREWS' NEW TRIUMPH SCHOOL DESK.

ANDREWS' NEW TRIUMPH

AUTOMATIC SCHOOL DESK.

ANDREWS' NEW PARAGON SCHOOL DESK.

W. & A. K. JOHNSTON'S WALL MAPS, Classical, Scriptural, Political, etc.

STONE SLATE FOR BLACKBOARDS,

PHYSICAL AND CHEMICAL APPARATUS, and all Supplies used in the School-room.

The State Normal and Industrial School for Young Women, at Greensboro, N. C., has seated the entire building with our "New Triumph" Desks and Recitation Seats.

OPERA CHAIRS, CHURCH CHAIRS, Forty-one Styles.

J. E. REILLEY, Manager,

CHARLOTTE, N. C.

NEW PUBLIC SCHOOL BOOKS.

To County Superintendents and Public School Teachers:

At a regular meeting of the State Board of Education, held in Raleigh, on the first Tuesday in April, 1893, the following new text-books were unanimously adopted for use in all the public schools of the State:

North Carolina Practical Spelling Book, 20 Cents.

(In exchange for old Speller now in use, 12 cents.)


Williams' Reader for Beginners, - - 15 Cents.

(To precede the First Reader.)

These prices include transportation to persons ordering. A liberal discount will be made to dealers and teachers. Send orders to

ALFRED WILLIAMS & CO., Publishers,

RALEIGH, N. C.

 *The sales of each book are very large, and all orders will be filled as rapidly as possible.*

THE NORTH CAROLINA TEACHER.

VOL. XI.

RALEIGH, FEBRUARY, 1894.

No. 6.

EUGENE G. HARRELL,

Editor.

ONLY A TEACHER.

BY ALICE JAMES, COLORADO.

Only a teacher—standing here,
Always on duty, year after year,
Watching the children as they go
Up and down, and to and fro—

Only a teacher.

Only a teacher—with lines of care
Growing deep in a face once fair,
In the eyes a weary look of pain
That comes not once, but comes again—

Only a teacher.

Only a teacher—with diligent care
Sowing the seed with an anxious prayer,
Sowing the seed with sighs and tears,
But the fruit will be gathered in after years—

Only a teacher.

Only a teacher—with calm foresight
Training the plants to grow aright,
Tending them each with loving care,
That all their flowers may be more fair—

Only a teacher.

Only a teacher—Ah! who can know
The hopes that were thine a few years ago,
The fond hopes that burned like fire in thy breast,
That have brought you naught by this vague unrest—

Only a teacher.

Only a teacher—there's none can know
The depth of thy heart, its weal of woe;
If no fond dreams have been thine own
No one knows. 'Tis only known
Thou'rt a teacher.

Only a teacher—let thy life
Be what it may, there's much of strife
We know, though all who please
May tell thy life in words like these :
Only a teacher.

[FOR THE NORTH CAROLINA TEACHER]

THE WORD LESSON.

BY MISS ADELAIDE GARDNER, SHELBY, N. C.

It would be an easy matter to enumerate countless devices for teaching spelling, all of which would fall far short of success, unless the teacher consciously or unconsciously grasped the principles upon which the method is based. Unity of method is as important in teaching spelling as in grammar or arithmetic.

If the teacher has in mind a definite object, together with a full comprehension of all that is involved in the study of spelling, the problem of producing good spellers becomes much simpler.

To spell correctly one must have a knowledge of the form of the word and of its sound, and must associate the word with the form. Therefore, spelling should be both oral and written, and should include phonic analysis.

What is involved in the recognition and reproduction of a word? Quickness and accuracy of vision, keenness and correctness of hearing, which can be secured only by habits of observation and attention.

A little boy entered the second grade of a public school utterly ignorant of the combinations of sound which are necessary to produce certain words. Some one asked him to spell fox, and this is how he responded: "L-m-fox." Since then he has been known as Master L. M. Fox. Sound had not been associated with form, and the law of phonics was to him an unsealed book. If this knowledge had been placed within his reach, he would have been furnished with a powerful weapon for conquering new foes. Not a sufficient one, be it understood, but it would have relieved him of wasting his energy upon any but *typical* words, and would have left to him a reserve force for tackling new words that must be learned chiefly by sight.

A gentleman educated under the old regime has told me frequently that he could spell half way through Webster's "blue back" before he could recognize his letters. Webster knew the value of the jingle with which his words ended.

On entering the second grade, the pupil should know without it ever being formally told him, that a final consonant shortens the preceding vowel in its syllable; that final silent e lengthens the preceding vowel in its syllable. This can be shown by having him spell long lists of words, as mat, rat, mate, rate, etc.

In many of our schools the pupils are taught to spell only the words in their readers, thus making an appeal to sight alone. Every new word must be told them; they have no means of acquiring independent knowledge.

In spelling, as in every other study, the teacher who has his horizon limited by what is in the book, must come far short of producing sturdy, independent pupils.

The first years of a child's school life determine in a large measure his ability as a speller. If he has acquired habits of attention and observation; if he associates form with sound; if he has a knowledge of phonics, the great

fight is over. Constant care, unceasing vigilance, tireless repetition in many forms complete the work. The teacher must assure himself that words copied from the blackboard are written correctly, and that mistakes are not overlooked. Every lesson can be a spelling lesson. The names of new terms in grammar, arithmetic, etc., should be written on the board, whence they will find a lodging place in the active brain of many an unconscious pupil. They being able to spell unconnected words as they are uttered by the teacher is another thing to being able to write from dictation or otherwise a connected story. Not until the pupil can do this may he hope to see the beginning of the end. I repeat, if once the teacher grasps the aim and scope of her work, the method becomes comparatively a simple matter.

Whether spelling as a branch of study should be continued beyond the grammar grades, the teacher must decide for himself. One thing, however, is certain, spelling in one form or another must be kept up. So much not directly germane to the subject can be taught, and thus prevent interest from flagging, that it would seem wise to prolong its study beyond the grammar grade. Let it be made a study of words and their derivation, of synonyms, of language. Let the teacher understand that the lesson means more to him than the giving out the words and keeping in unhappy delinquents after school. Let him not disdain it as a study requiring no skill or insight, but let him strive to give his pupils the best, the very best, that the lesson affords. When he does this, generations of pupils writing their mother tongue with correctness and ease will rise up to call him blessed.

HAS YOUR school yet voted its choice of a State Tree?

IF I WERE A GIRL.

I would take care of my health by living out doors as much as possible and taking long walks in the sunshine. English girls understand how necessary this is for good complexions and cheerful spirits. Wear simple clothing, that you may climb mountains and breathe freely.

I would secure the best education. Go to college by all means, if it is possible. Read good books, and thereby become intelligent. I would also learn at least some one thing thoroughly. If music, be a *musician*; if art, be an *artist*. If teaching, be a *teacher*.

I would cultivate cheerfulness. Discontent soon shows itself in the face. If you are cramped for money be thankful that your lot is no worse than it is. Learn to make the best of things. An unhappy woman is a perpetual cloud in a home. A fretful girl has few friends, and the number lessens year by year.

I would say kind things of others, especially of the girls. A girl who makes unkind remarks about other girls would better be avoided by young men. She will not make an agreeable companion for life.

I would learn how to be self-supporting. Especially in this country where fortunes change, it is wise for a girl to be able to take care of herself. Helpless women are not a comfort to others, and usually are not to themselves.

I would try to be polite everywhere. True courtesy is more winsome than a pretty face or fine dress. There is no true without true courtesy.

Loud talk or loud dress does not betoken the lady. Be appreciative and sympathetic, and you have two keys which will unlock almost all hearts.

I would learn self-control. To know when to speak, when to be silent; to have hateful things said about you, and be

able to answer pleasantly; to have people confide in you, and be wise enough to keep it locked in your heart; to be in poverty, and not be soured by it; to meet temptation and be strong before it; to be strong enough to perform any labor or duty which needs to be done—all this shows a mastery over self.

I would be punctual. Being late at meals, late at church, or late in meeting engagements, makes unnecessary friction in families. If we are willing to lose valuable time, we have no right to make others lose it. The golden rule of doing unto others as we would that they should do unto us, is especially applicable here.

A TEACHER'S WEAKNESS.

Nothing can be more unwise than for a teacher to fly into a passion in the presence of his pupils. Such folly is disastrous to good government, and nearly always ends in mortification and self-abasement to the teacher, who is deserving of all the humiliation he thus brings on himself.

The following laughable incident describes the embarrassing position in which a teacher placed himself by not bridling his tongue when he should have done so:

"I left my pencil lying on my desk a moment ago," said an irritable teacher in one of our city schools. "I cannot find it now."

Nothing was said by the pupils.

"I am very sure I left it right here," said the teacher, hastily turning over books and papers on his desk.

"Perhaps it is in one of your desk drawers," suggested a pupil.

All of the desk drawers were pulled out angrily.

"No, it isn't here; I knew it wasn't. I left it right here on this desk just before this class came up to recite," conveyed the delicate insinuation that some member of the class had taken the pencil.

The teacher searches again in all his pockets, and says sharply—

"I'm *positive* that some one in this room knows where that pencil is. I want it returned to this desk immediately."

No one moves.

"I will have that pencil again if I have to search every desk in this room. Have you got it, Harry Johnson?"

Because Harry Johnson was the most mischievous boy in the school was a poor excuse for the teacher's accusing question, and it was little wonder the boy angrily replied—

"No, sir; I haven't."

"Well, some one has, and that's all there is about it. And it has been deliberately stolen from this desk."

At that moment a grinning little urchin held up his hand.

"If you please, teacher, the pencil is sticking behind your left ear."

But the teacher had lost that day what he could never find again—the respect of his pupils.—*Home Supplement.*

[FOR THE NORTH CAROLINA TEACHER.]

HOW TO MAKE GOOD SPELLERS.

BY O. J. PETERSON, CLYDE, N. C.

"How to make good spellers of proposed graduates of high school and colleges." As the phonetic spelling of English words differs so often from their orthography, we may state at the outset that rules will not make good spellers. Therefore, it is necessary to learn to spell by obser-

vation and practice, all words except derivatives, which may be formed by rule. Then the object is this, to learn what is the surest and most practical method of learning to spell the root-words.

The form of each word MUST be firmly fixed in the memory. This end is gained, in great measure, through the process of memory called the "association of ideas." If our spelling were entirely phonetic, this "association" would be effected most readily by the impressions of sound; but as this is not the case, and as our use of spelling is altogether in writing, we would do well to avoid oral spelling as tending to the phonetic.

On the other hand, if the impression is produced through the sense of sight and the muscular sense, the correct form will be written almost by reflex action.

That there is such a function as the "association of ideas" is evident to all who have studied the subject, and it is equally clear that the faculty must be controlled by the attention, or mistakes will occur in reproduction. No later than to-day I wished to say "Westmoreland," and called the more familiar "Westbrook."

Attention is required not only to govern the reproduction, but also that the impression may be lasting. Then it would seem that the main object is to cultivate the attentive faculty. Let this be done by whatever means, and good spelling will assuredly follow. The following is given as an illustration of this truth:

When the writer entered college in 1888, he could by no means have been called a good speller. His training had not been such as to cultivate his powers of attention. In his fourth year, Dr. Wm. Royall having looked over the examination papers of the Rhetoric class, remarked publicly that, *mirabile dictu*, in the whole set of papers, averaging, I suppose, six pages to each of the thirty members of the class, there were only five words misspelled. The

writer, being a member of the class, was egotistic enough to think that anyone who could go through an examination with its worry and not miss more than half the "five," was a good speller.

What has wrought the change? Attentiveness. How acquired? By the careful study required in Latin and Greek. But you say all Latin and Greek students are not good spellers. No, nor are all classical students attentive to the finer points of the studies. We would not expect one who disregards pronunciation, accent, and spelling in Latin and Greek to become a good speller in English.

But one should be a good speller without spending several years in the study of Latin and Greek? Certainly; this is only one means of acquiring the end—it coming as an incidental.

Since a plan that will make good spellers of ordinary pupils, will also make "good spellers" of proposed graduates; and as the plan must be practical, and as the right beginning is a long step toward the good, I give my plan as used daily in the academy.

The plan is to simply teach some good speller, supplemented when necessary, as the author intended it to be taught. Require the pupils to prepare the lesson by repeatedly writing it from the book. Afterwards have them to write every word from dictation, taking care not to omit a single punctuation point, a hyphen, an apostrophe. Give as much character to the new words as possible by requiring the definitions, sometimes their use, again by giving the derivation. All the while try to stimulate the pupils to a healthy rivalry. Remember that the exercise may be continued by having pupils copy books, &c. Attentiveness has been gained, and at the same time it has been turned forcibly to the words most frequently used.

To the stickler for rules we would say, apply at the proper time the few that are really useful. Remember, however, that adepts are made by practice, not by rule.

THE SCOLDING TEACHER.

The scolding teacher can cure himself in one way only. He can *not* do this by keeping his tongue still, since that most important of human organs must be active and ought to be probably. Let the tongue wag, but cure it by substitution. When scolding words have a tendency to force themselves out, overcome this by substituting words of praise. Scolding represses the youthful mind, praise invigorates and strengthens it. Scolding is a heavy frost that brings on winter and decay; praise is the cup of cold water to the wearied traveler that refreshes and restores him.

Scolding is weakness—lack of self-control. The pupils know this in every instance. Further, there is no more pleasant, healthful shock for a class when they are expecting certain pupils to be scolded than to hear the better pupils praised. This stroke of thoughtfulness will oftentimes reach refractory or lazy pupils more effectually than a direct reprimand. When scolding is frequent it invariably becomes tiresome and commonplace, and pupils will, without exception, become callous to it and heed it with little attention. As frost kills the premature buds and keeps back the others, so scolding kills the tender and represses the better impulses.

Praise may also become wearisome if stupidly administered, but it requires more wit and self-control to manage it than scolding. Everyone can scold—few can praise. In short, if error there must be, let it not be on the side of too much scolding. Let us be found occasionally taking a thoroughly enjoyable and enjoying look over our room into faces of our pupils and feel running through us a thrill of real joy and thanksgiving that we are placed over such good, bright children.—*C. E. Phenix, in Indiana School Journal.*

FAMOUS SAYINGS OF FAMOUS MEN.

These sayings may be used with much benefit by encouraging pupils to search history for the circumstances under which they were spoken. A brief morning talk can be very profitably made to the class, with useful application of the principles.

"I was born an American, I live an American, I shall die an American."—*Daniel Webster.*

"In the name of the Great Jehovah and the continental congress."—*Ethan Allen.*

"A little more grape, Captain Bragg."—*Zachary Taylor.*

"The Old Guard dies, but never surrenders."—*General Cambroune.*

"We have been unfortunate, but not disgraced."—*David Porter.*

"I am not worth purchasing, but such as I am, the King of Great Britain is not rich enough to do it."—*Joseph Reed.*

"He touched the dead corpse of public credit and it sprung upon its feet."—*Daniel Webster of Alexander Hamilton.*

"God reigns and the government at Washington still lives."—*James A. Garfield.*

"I will die in the last ditch."—*William of Orange.*

"Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it."—*Abraham Lincoln.*

"We love him for the enemies he has made."—*Edward S. Bragg.*

"I'd rather be right than be President of the United States."—*Henry Clay.*

"Once a North Carolinian, always a North Carolinian."—*A North Carolinian.*

"Our country is the world—our countrymen all mankind."—*Motto of the Liberator.*

"Our lives, our fortunes, and our sacred honor."—*Thomas Jefferson.*

"Put none but Americans on guard to-night."—*Counter-sign during Revolutionary times.*

"Sink or swim, live or die, survive or perish, I give my heart and my hand to this vote."—*John Adams.*

"This is the last of earth, I am content."—*John Quincy Adams.*

"We have met the enemy and they are ours."—*Commodore Perry.*

"I AM AN AMERICAN."

In the days of Rome's greatness the proudest boast of the world was: "*I am a Roman citizen.*"

So let the youth of America learn from the following extract from an Ode read at the Chicago Exposition on "Manhattan Day," by Joseph I. C. Clarke, editor of the *New York Morning Journal*, that our proudest boast should be, "*I am an American citizen.*"

AMERICA, OUR MOTHER.

*Mightiest type of the human,
Giant-limbed mother of men,
Broad-breasted mother of woman,
Whose millions are sixty and ten.*

*Mother majestic and splendid,
Mother of glories and joys,
By wisdom and power attended,
Jubilant mother of boys:*

*Mother most tender and holy,
Whose tears are as lovely as pearls;
Guardian of gentle and lowly,
Delicate mother of girls:*

Mother of mountain and river,
Who looketh from foam to foam;
Mother, the bountiful giver,
Beautiful mother of home:

Mother of sower and reaper,
Of crops and of fruitful soil,
Of manhood the builder and keeper,
Mother of glorified toil:

Mother of fruit and of flower,
Of the flocks' and herds' increase,
Mother of sunbeam and shower,
Plentiful mother of peace:

Mother of science, far-reaching,
Of music that swells from thy heart,
Of beauty beyond the old teaching,
Mother of purified art:

Mother, whose bosom shall mingle
The red of all blood that flows,
Till lastly it runneth as single
And pure as the streams from snows:

Mother, the roseate ever,
Robed in the sunset's bars;
Mother of lofty endeavor,
Crowned with the undimmed stars:

Mother, our love thy defender,
Mother, thy love our might;
Mother, thy glory our splendor,
Mother of freedom and light:
America, Mother!

TEACH YOUR PUPILS HOW TO USE BOOKS.

BY WILLIAM T. HARRIS, UNITED STATES COMMISSIONER OF EDUCATION.

One great object of the school in our time is to teach the pupil how to use books—how to get out for himself what there is for him in the printed page.

The man who cannot use books in our day has not learned the lesson of self-help, and wisdom of the race is not likely to become his. He will not find in his busy age people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach.

Oral instruction, except as an auxiliary to the text-book—except as an incitement to the pupil's interest and a guide to his self-activity and independent investigation in the preparation of his next lesson—is a great waste of the teacher's energy and an injury to the pupil. The pupil acquires the habit of expecting to be amused rather than a habit of work and a relish for independent investigation.

The most important investigation that man ever learns to conduct is the habit of learning by industrious reading what his fellow men have seen and thought. Secondary to this is the originality that adds something to the stock of ideas and experiences to the race.

The pupil who has not learned what the human race have found to be reasonable is not likely to add anything positive to the total of human knowledge, although he will certainly be likely to increase the negative knowledge by adding a new example of folly and failure.

How is your Teachers' Council getting along? Send reports of your meetings to THE TEACHER.

SELF-CRITICISM.

One of the very best things a teacher can do is to write each week, in a blank-book kept for the purpose, some criticism, commendatory or otherwise, of her own methods of teaching. A teacher can learn more from herself than from any teacher who is not much more skilful, if only she will study her own work as she would study the work of another.

Every physician, clergyman, and lawyer, who succeeds, studies himself with a purpose to improve himself. He seeks the cause of failure, and experiments upon whatever promises success. If a teacher could be on intimate terms with an enterprising physician and could know how he studies his cases and his treatment of every difficult case, he might learn valuable professional lessons from the companionship.—*Journal of Education*.

MERE NONSENSE, JINGLE, rhyme, gibberish, vocal gymnastics of the Theophilus Thistle order, have a certain æsthetic value to children, which is enhanced because they are meaningless sounds which most writers now insist should be, for that reason, kept out of primers. The cries of animals, interjections, the original Mother Goose, all that is illiterative or onomatopoeic lines of make-believe "Choctaw" speech, which a recent primer introduces and defends, from the strange delight of children to be freed from conventionalized meanings, and to have their fancy left with the sound as mere noises, to make of them what it will—all these have a high æsthetic value for children.—*G. Stanley Hall*.

IN THE SCHOOL ROOM.

[FOR THE NORTH CAROLINA TEACHER.]

INVOCATION TO SPRING.

BY MARTHA MILLS NEWTON.

List how the bee with drowsy hum
Is calling for the Spring to come:
"Oh, hasten Spring upon thy way,
Now do not linger, do not stray.
Bring roses, pinks and clover, too,
All wet with luscious honey-dew."

And list! what do the birdies sing?
'Tis, "Hasten, hasten lovely Spring.
Bring me the mate I'll love the best,
Bring leafy boughs to hide my nest,
Bring juicy plums and berries sweet,
Bring cherries, too, for me to eat."

What does the babbling streamlet say?
"Come on, sweet Spring, oh come to stay,
Let brightest beams of sunny May
Upon my bosom dance and play.
Let hawthorn blossoms o'er me wave,
And water lilies in me lave."

I, too, request thee to appear.
Our earnest invocation hear.
Then hasten, hasten on thy way,
Do not linger, do not stray.
Oh, bring thy garlands fresh and gay,
And deck old earth in bright array.

TALKS WITH PUPILS.

The word calendar is derived from *calare* to call. It was the custom of the priests to call the people together to inform them what days were sacred. Our calendar (as those of Europe) comes from the Romans. Romulus is said to have divided the year into ten months—(the year began in the Spring) March, April, May, June, Quintillis, Sextillis, September, October, November, December. When the Roman republic ended, Quintillis was changed to July to honor Julius Cæsar; Sextillis to August in honor of Augustus. Romulus had only 304 days in his year. Numa Pompilius added January and February, but February stood first; about 450 years before Christ the months were placed as they now stand.

The Roman authorities need to lengthen and shorten the year, to hasten or put off elections so that the years varied until the time of Julius Cæsar. There was then an error of three months. The astronomer Sosigenes advised the correction of a day every four years. He ordered the 1st, 3d, 5th, 7th, 9th and 11th months should have 31 days, the even month, 30. This convenient arrangement was altered to please Augustus, who wanted as many days in his month as Julius Cæsar had in his.

The correction made by Julius Cæsar was not exact; it left an error of 18 days, to be made in a century. Pope Gregory, in 1582, corrected this error by suppressing 10 days. The calendar is now called the Gregorian calendar. The popular prejudice was so great that it was impossible to introduce the change into England until 1752. Parliament passed an act that the 3d day of September should be called the 14th. This made confusion, for some computed in old style (O. S.), and some in new style (N. S.) In Russia they still adhere to the old style.

PRESERVE YOUR HEALTH.

You cannot do your whole duty as a teacher if you are not a well one. You cannot be well unless you obey the laws which the Creator made to govern the body.

A teacher who boasts of time spent after school or late at night in preparing work for her pupils, which ought to have been spent in bed or in recreation, and then drags her jaded body to school the next day where her tired nerves cause her to be fretful and impatient, ought to be brought to a realized sense of the sin she has committed. Yes, *sin*; it is *sin* to overwork the body. When the body is overworked it affects the mind and the soul and life doesn't seem worth living.—*Teacher's World*.

TEACH THEM TO READ THE NEWSPAPERS.

Under the above heading the *Roanoke News* gives some good advice to parents. A great many people think they cannot afford to spend one or two dollars a year for newspapers for the children to read. They look only at the money and are forgetful of any benefit the children may derive from reading a good paper. Teach them to read. Here is what the *News* says:

“Teach the boys and girls to read newspapers—not sensational, trashy, smuttysheets, but clean, respectable, plain-spoken papers. It will do them more good than can be calculated. It will make them intelligent. It will give them food for thought. It will cultivate a taste for more extensive reading. It will cause them to love home better. It will make their intellect cleaner and their hearts happier and better. Then as they grow in wisdom, they should

also be supplied with first-class magazines and good books. Such opportunities will be worth more to them than mints of gold.

“By all means cultivate a taste for reading among the children; and a good local paper is the best to begin with, as the children can there read about things that are familiar to them—about their town and county, and concerning men and things of which they have personal knowledge. From this they can go on step by step until they rank among the most intelligent people of the land.”

HOW TO TAKE LEAVE.

Not all have learned the fine art of taking leave in an appropriate manner. When you are about to depart, do so at once gracefully and politely with no dallying.

Don't say, “It is about time I was going,” and then begin again and talk on aimlessly for another ten minutes. Some people have just such a tiresome habit. They will even rise and stand around the room in various attitudes, keeping their hosts also standing, and then by an effort succeed in getting as far as the hall, when a new thought strikes them.

They brighten up visibly and stand for some minutes longer, saying nothing of importance, but keeping every one in a restless state. After the door is opened the prolonged leave-taking begins, and everybody in general and particular is invited to call.

Very likely a last thought strikes the departing visitor, and her friends must risk a cold in order to hear it to the end. There is no need of being offensively abrupt, but when you are ready to go, go and have done with it.

LITTLE GIRLS.

Where have they gone to—the little girls,
With natural manners and natural curls?
Who love their dollies and like their toys,
And talk of something besides the boys?

Little old women in plenty I find,
Mature in manners and old of mind;
Little old flirts who talk of their “beaux”
And wish each other in stylish clothes.

Little old belles who, at nine and ten,
Are sick of pleasure and tired of men,
Weary of travel, of balls, of fun—
And find no new thing under the sun.

Once in the beautiful long ago,
Some dear little children I used to know;
Girls who were merry as lambs at play,
And laughed and rollicked the livelong day.

They thought not at all of the “style” of their clothes.
They never imagined that boys were “beaux”—
“Other girls’ brothers” and “mates” were they;
Splendid fellows to help them play.

Where have they gone to? If you see
One of them anywhere send her to me.
I would give a medal of purest gold
To one of those dear little girls of old,
With an innocent heart and open smile,
Who knows not the meaning of “flirt” or “style.”

—*Ella Wheeler Wilcox.*

ATTEND EVERY MEETING of your County Teachers’
Association.

TO BE AVOIDED.

A teacher has prepared a list of "words and phrases to be avoided," and it is so good that it deserves a wide circulation:

"Had rather," for "would rather;" "had better," for "would better;" "posted," for "informed;" "depot," for "station;" "try and go," for "try to go;" "cunning," for "smart;" "above," for "foregoing;" "like I do," for "as I do;" "feel badly," for "feel bad;" "feel good," for "feel well;" "expect," for "suspect;" "nice," for "real nice;" used indiscriminately, "funny," for "odd" or "unusual;" "seldom or ever," for "seldom or never;" "more than you think for," for "more than you think;" "nicely," in answer to a question as to health; "just as soon," for "just as lief;" "guess," for "think;" "fix," for "arrange or prepare;" "real good," for "really good;" "try an experiment," for "make an experiment;" "it storms," for "it rains or it blows;" "not as I know," for "not that I know;" "every man or woman should do their duty;" "a party," for "a person;" "healthy," for "wholesome."—*Harper's Young People*.

TRANSLATE THIS MIXED LANGUAGE INTO
PURE AMERICAN.

Board is \$8 per month.

His per diem is six dollars.

I saw Henry en route for Raleigh.

Ship the goods via R. & D. R. R.

It was a serious lapsus linguæ.

The apples were divided pro rata among the children.

The taxes are two dollars per capita.

THINGS TO TELL PUPILS.

THE GLACIERS OF MOUNT TACOMA.—Across the State of Washington from north to south stretch mountains of lava and lava flows, forming a section of that great system that stretches from Alaska to Cape Horn. West of this range are three great volcanic peaks, Mount Baker, Mount Tacoma, and Mount St. Helens, all active though not violently. The most notable eruption of Mount Baker was in 1853, when streams of lava covered the western slopes. St. Helens often sends up clouds of dry volcanic ashes, but otherwise it is quiet and peaceable. Steam and smoke often issue from the summit of Mount Tacoma.

LENGTH OF THE COAST OF THE UNITED STATES.—A question having arisen as to the length of the coast line of the United States, the Coast and Geodetic Survey was recently called upon to furnish a statement of the length in statute miles of the general seacoast of the Atlantic, Gulf, Pacific and Alaskan waters; and also the coast line in statute miles of the same coasts, including islands, bays, rivers, etc., to the head of tide-water. The reply was as follows: General seacoasts—Atlantic ocean, 2,043 miles; Gulf of Mexico, 1,852 miles; Pacific ocean, 1,810 miles; Alaska, 4,650 miles. Including islands, bays and rivers to the head of tide-water, the statement was: Atlantic ocean, 36,516 miles; Gulf of Mexico, 19,143 miles; Pacific ocean, 8,900 miles; Alaska, 26,376 miles; a total of 90,935 miles.

HISTORY OF A PENNY.—The history of a penny, the most ancient of English coins, is thus interestingly told in *The Eclectic*: The word was originally used for money in general. It is first mentioned in the laws of Ina, King of the West Saxons, about the close of the seventh century, and was of silver deeply indented with a cross so as to be easily broken in two or four parts. It is the radical de-

nomination from which English coin is numbered, weighing twenty-two and one-half grains troy, being the two hundred and fortieth part of a pound. It is stated elsewhere that Ethelbert, King of Kent, coined pennies between 560 and 616 A. D. Edward I. coined gold pennies. In 1797 copper pennies were used, and bronze ones in 1860, valued at half the copper ones. The United States coined copper cents and half cents in 1793; in 1857 a nickle cent, and in 1865 a bronze cent. The word *penny* is derived from the old German word *pfant*, a pledge. It was the only coin current among the Anglo-Saxons. After Edward III. the coin decreased in value. To the lowest coin Robert Morris gave the name of "cent" because it was the hundredth part of a dollar. Its first coinage was in 1793.

BY THESE SIGNS.

By the gallinacean chatter,
By the slugging of the batter,
By the headwear that the latter
Doth on exhibition bring;
By the robin's songful mating,
Eke the bluebird's tete-a-teting,
And the carpet's flagellating,
I conjecture this is spring.

By the furniture they're hauling,
By the ragman's caterwauling,
By the solos so appalling
That the venders daily sing;
By the sobbing and the mopping
And the general overslopping,
In the domicile outcropping,
I am certain it is spring.

—*Boston Courier.*

CAN YOUR GRAMMAR CLASS CORRECT THE FOLLOWING SENTENCES?

I have got your letter.

She covered over the dish.

Mamma doubts if I can go.

Will I get steak for dinner?

Mr. Jones will deduct out \$1.

I will sit here and rest a spell.

Without you work you can not learn.

I have the book of which you spoke of.

We want a school teacher in our district the worst kind.

I have two pictures. Which do you think is the prettiest?

Wanted, two maids who will be treated as one of the family.

DON'T LOOK FOR THE FLAWS.

Don't look for the flaws, as you go on through life;

And even when you find them,

It is wise and kind to be somewhat blind,

And look for the virtue behind them.

For the cloudiest night has a tint of light

Somewhere in its shadows hiding;

It is better by far to look for a star

Than the spots on the sun abiding.

The current of life runs ever away

To the bosom of God's great ocean;

Don't set your force 'gainst the river's course,

And think to alter its motion;

Don't waste a curse on the universe—

Don't butt at the storm with your puny form—

But bend and let it go o'er you.

The world will never adjust itself
To suit your whims to the letter;
Some things must go wrong your whole life long,
And the sooner you know it the better.
It is folly to fight with the Infinite,
And go under at last in the wrestle;
The wisest man shapes into God's plan
As the water shapes into a vessel. —*Selected.*

"LANGUAGE TEACHING."

There is increasing dissatisfaction with the results of "language teaching" in our schools. Too many books and teachers proceed upon the idea that language is born in the child, and that the school must draw it out of him by ingeniously devised exercises. Many teachers and textbook makers have not a clear distinction between grammar and language, and try to teach the two in one.

Again, pupils who talk in sentences, both compound and complex, and have done so for years, are dragged over a mass of senseless three and four-word sentences, such as "The horse eats oats," and "I saw a very beautiful flower," and then drones out some babyish twiddle-twaddle about *name words*, *action words*, *how words*, etc., *ad nauseam*; and the supposition is that he is learning language! And all these months that he is frittering away time in saying that *horse* is the subject because it tells what is thought about, and *eats* is the predicate because it tells what is thought, the pupil might be gaining both thought and power of expression by proper contact with some piece of genuine literature.

The meaning and use of words are of infinitely more value than their parsing, and the meaning of a word is learned by its context in the expression of ideas, and its ready use is acquired by much practice. —*Central School Journal.*

County Superintendents' Department.

UNDER THE AUSPICES OF THE COUNTY SUPERINTENDENTS' ASSOCIATION
OF NORTH CAROLINA.

SUGGESTED CHANGES IN THE SCHOOL LAW.

BY L. M. HOFFMAN, COUNTY SUPERINTENDENT GASTON.

I have read in your County Superintendents' Department two very interesting articles by Superintendents Fleming and Way. I am not now a practical teacher, and I think that fact is a sufficient reason why I should be dropped from the list of County Superintendents.

I am, however, interested in our public schools, and as these articles to some extent discuss my stumbling blocks, I will venture to give you my experience and judgment along that line—in no spirit of criticism and with pride of opinion. Not the slightest offence will be felt if you prefer not to publish these notions. I think we have a fairly good school law, and that much more is to be gained by letting it alone and enforcing it just as it is, than by making too frequent changes, even though such changes might in themselves be of advantage.

One of the *great* duties of the County Superintendent is to see that the law is enforced and not evaded, and to teach practically that the law is master and governs the committeeman, the teacher, the people and *himself*. Nearly all the troubles we have had here have arisen from disregard of the law, so many think the law should yield to their convenience. If everyone would comply with the law, there could be no clashing, but at least the business part of the system would run smoothly.

My only hobby has been to do the work of the Superintendent's office as well as I can at the least possible expense to the school fund, and consequently my sympathies are with the proposition of the brethren, that two examinations are enough.

I have my doubts about that, for eighteen does not satisfy all now, but I know that six days are enough, and we should have no others if we can reasonably avoid it. It is almost a weekly occurrence to have teachers drop in any day (except Sunday, of course), of any week and ask for examination. I should like to have the true construction of the law quoted by Superintendent Fleming in regard to examination days. Have we *six* days or eighteen? Does the law mean that we are to hold examinations Thursdays, Fridays and Saturdays, if new applicants come each day, or does it mean that we may finish on Friday and Saturday the examinations begun on Thursday, if they cannot be completed on Thursday? I am inclined to the latter view.

Now a word as to my pet trouble "indorsing" certificates. I think the law *ought* to *allow* it, but it doesn't, and that ends the matter with me. I'm not making law, and I can't see how "*indorsing*" a certificate, without warrant of law, gives it any validity. It would be a delight and a great convenience if I could do it. It is a rude and discourteous thing to my neighbor Superintendents not to endorse their certificates (especially as I am told some of them endorse mine) and a discourtesy which only the obligations of law could make me offer.

As the law now stands, if Superintendent Scarborough or Dr. Winston desires to teach the humblest public school in the State, I think he must come before the County Superintendent and answer his little questions, or present a State certificate for endorsement, or diploma from Peabody Normal College.

MORE MONEY, BETTER SCHOOLS.

BY REV. R. W. BARBER, COUNTY SUPERINTENDENT WILKES.

In response to your request, I write a short article for THE TEACHER. I do not do so, however, with a view to making suggestions as to means and methods of improving the public schools of our State, but to invite those who are making complaints as to the inefficiency of our public schools, to consider and compare the present status of the schools with what it was two or three decades ago.

Of course, we all admit that our schools lack much of being what most of us would have them to be. They are certainly far behind what they are in many States of our Union. But here it is only fair to our school officers in the several counties to ask, can they be expected to achieve as much with one dollar as is done in many States with five dollars?

This is certainly worth the consideration of those pessimists who imagine that the schools, as well as everything else, are going to decay and ruin.

As one, who for many years has been in a position favorable for observing the working of the system, I can safely say that where patrons provide their children with suitable books, and committees employ the best instead of the cheapest teachers, much more efficient work is done than was done ten years ago. With the small amount of money at their disposal, in our mountain region, where geographical considerations have to limit and modify districts, committees cannot always command the best material for teachers. It is only by supplementing the school fund by private subscriptions that it can be secured for long terms in any of our districts.

Superintendents are often unjustly blamed for inefficient work in the school-room. Every one that has any means

of testing the matter knows this, that the best scholars are not always the best teachers. Good scholarship is requisite for efficient work, but it by no means guarantees it. To teach well is a gift, which training may improve but cannot create.

So far as our county is concerned, we have several schools kept up on the supplementary plan, managed by graduates of our colleges. This I encourage all I can. More anon.

WHAT THEY SAY.

THE AMOUNT of written language in the first four grades should be kept at the minimum.—*Supt. Albert G. Lane, Chicago.*

OUR PUBLIC SCHOOLS have never had so strong a hold upon the confidence of our citizens as they have at present. *Boston Herald.*

NOT ONLY closing day, but every day, should be visitors' day for the parents and friends of the pupils.—*Supt. E. C. Tefft, South Kingston, R. I.*

THE MOST opportune time for a teacher to make a study of pedagogical questions is while she is actually engaged in teaching. By this means she will be enabled to incorporate into her habits of work the best thoughts gleaned. The teacher who is capable of prosecuting independent study will possibly learn more of the art of teaching by school-room practice than she could in the same period of time as a student in a creditable normal school. The reading of professional books and periodicals is never fraught with so much interest to her as when she is contending with those problems of which they treat; nor are the opinions set forth ever so intelligently tested.—*Supt. John O. Taylor, Chadron, Neb.*

North Carolina Teachers' Assembly.

ORGANIZATION 1893-'94.

F. P. HOBGOOD (Oxford Female Seminary), President, Oxford.
 ALEXANDER GRAHAM (Graded Schools), First Vice-Pres't, Charlotte.
 EUGENE G. HARRELL (editor N. C. TEACHER), Sec. and Treas., Raleigh.
 MISS MAMIE ROBBINS, Director of Music, Raleigh.

EXECUTIVE COMMITTEE :

F. P. HOBGOOD, Chairman (President Female Seminary), Oxford.
 EUGENE G. HARRELL, Secretary (editor N. C. TEACHER), Raleigh.
 J. M. HORNER (Superintendent Horner School), . . . Oxford.
 B. F. SLEDD (Wake Forest College), . . . Wake Forest.
 M. C. S. NOBLE (Superintendent City Schools), . . . Wilmington.
 GEORGE A. GRIMSLEY (Superintendent City Schools), Greensboro.
 E. A. ALDERMAN (University North Carolina), . . . Chapel Hill.
 C. B. DENSON (Associate Principal Male Academy), . . . Raleigh.
 E. P. MOSES (Superintendent City Schools), . . . Raleigh.

COUNSELLORS :

Each County Superintendent in North Carolina.

ELEVENTH ANNUAL SESSION:

Morehead City, N. C., June 19 to July 1, 1894.

VIRGINIA, SOUTH CAROLINA and TENNESSEE will send several of their best teachers to our Assembly this summer. They will find a genuine Old North State welcome awaiting them.

THE ASSEMBLY always gives to those who attend a great deal larger educational feast than appears on its published programme, because some of the choicest lectures are often secured after the announcements are all made for the session. The very best and most helpful discussions frequently occur without any notice whatever, therefore it is necessary to be present throughout the entire session to enjoy the full benefits of the great meeting.

THE PROGRAMME for the eleventh annual session, June, 1894, is nearly completed and will probably be published in next number of THE TEACHER. It will show such a feast of educational good things as has rarely been provided at any similar meeting in this country.

YOU WILL meet more of your special friends at the Teachers' Assembly in June than you have seen in a long while. North Carolina is going to "turn out in full force" at this grand meeting, and such a gathering as that will be has rarely been seen before in our State.

ARE YOU preparing a music pupil for the Instrumental Music Contest for the Assembly gold medal? Every school that takes part in this contest is benefited whether or not its pupil wins the medal. Every leading school for girls should have a pupil to play on this important occasion.

THERE WILL be a large delegation of teachers and their friends from the extreme western part of our State at the Assembly this summer. We welcome most cordially all friends from "beyond the Blue Ridge" to the many delights of our charming sea-side home and to all the pleasures of the Assembly. Pack your trunk for a two-weeks revel upon the Atlantic ocean and you will be delighted and greatly benefited by your visit.

DR. J. M. RICE, of Massachusetts, has accepted the invitation of the Assembly to deliver a lecture at Morehead City in June on "Scientific Teaching." Dr. Rice has become famous in the United States on account of a series of articles that he wrote for *The Forum*, in which he very boldly and severely criticised the system of teaching which is in practice in the public schools of Boston. The result of such teaching which he set forth attracted widespread attention in this country and in Europe. The Assembly will be greatly interested in Dr. Rice's lecture, and his views will no doubt create a most spirited and valuable discussion.

THE COLLEGE boys have accepted the invitation to participate in the inter-collegiate debate at the Assembly for the orator's gold medal, and this will give pleasure to thousands of their friends throughout the State. The subject for debate will be announced by the committee in a few days, also the rules to govern the contest.

EVERY SUBJECT presented before the Assembly is open for full and free discussion by any member, and it is expected and desired that both the women and the men will express their views upon the matter. There are no unnecessary formalities in the Teachers' Assembly, such as control most other meetings, and every teacher is at liberty to speak at any time upon any subject under consideration. Many of the very best thoughts and suggestions upon methods of teaching and educational questions in general have been given to the Assembly by earnest women who are daily with the boys and girls in the school-room, and long may they continue to contribute their valuable experience and views to the general good of the brotherhood.

THE RAILROAD rates for the Assembly this summer will, we are glad to say, be the same as the railroads have kindly given to the teachers heretofore. The coupon for Annual Membership fee will be again attached to the ticket and the amount collected by the agent when railroad ticket is purchased. This arrangement was made by the railroad authorities at the special request of the Assembly about three years ago, and the plan has proven entirely satisfactory to everybody. The board rates for members of the Assembly at the Atlantic Hotel will be only one dollar a day as before, and no other educational organization in America gets anything like so excellent accommodations for so low a price. Mr. B. L. Perry, the popular manager of the Atlantic Hotel, proposes to do even better for the teachers than ever, and his entertainment has always given perfect satisfaction.

EDITORIAL.

“Carolina! Carolina! Heaven’s blessings attend her,
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.”

THE SOUTH IS LEADING THE UNION.

Southern teachers will be greatly interested in an article published in *Harper's Weekly* February 10, written by Mr. F. W. Hewes, on “The Public Schools of the United States.” The author has very carefully compared the Government educational statistics, and the facts and his conclusions prove what THE TEACHER has been asserting for several years, that there is a startling advance in education made in recent years by the Southern States while there is an equally startling falling off in the Northern States. We have said, time and again, even in the face of some chronic croakers, that the South was doing more for the education of its children than was being done by any other section of our country, in proportion to valuation of property, notwithstanding the continual boasting of some other sections. We fully believed this, and the statistics now prove that we were right. Besides, we have claimed that in this wonderful progress made by the South, North Carolina was in the lead. This statement was also denied, even by some alleged school officials in our State, but the statistics easily prove that our claim in this regard was also true. There have been a few so-called educators in North Carolina,

occupying high positions, who have for years taken great pleasure in making invidious comparisons between North Carolina and other States; it will, no doubt, be heart-rending to them to now learn that the records show that their discreditable "comparative statements" were all false, and their tearful abuse of North Carolina was wholly unnecessary and undeserved,—just as THE TEACHER has emphatically asserted all the time. Mr. Hewes has prepared a chart, as the result of his careful examination of the official statistics, and it has been submitted to the inspection of Hon. W. T. Harris, the United States Commissioner of Education. This chart shows that the percentage of school attendance in the North Atlantic Division, comprising the New England States, New York, Pennsylvania and New Jersey, has fallen far below both of the Southern Divisions. The extreme Western Division has a record lowest of all. The man who professes to be a North Carolinian and who tries to depreciate our work by false "comparative statements," has no sympathy whatever with our educational effort and progress, and he should not be entrusted with any important educational position of a public nature. Put none but *true* North Carolinians to guard our sacred educational interests.

THE NEW YEAR has "begun well with the schools." Everywhere the attendance is as large as usual, while in many schools the number of students is larger than ever before. Educational affairs in North Carolina are in good condition; the cause is popular and our teaching force is equal to that of any other State in America. Truly, the "Old North State" is very proud of her schools and her noble brotherhood of teachers.

A GREAT many renewals, numbers of new subscriptions, and a multitude of very kind words have come to the office of THE TEACHER during the past month. We thank you, friends, and are glad to know that you are pleased with THE TEACHER, and that you enjoy and are helped by its visits. We hope to be even more useful to you in the future than in the past.

It is gratifying to know that while our whole country is afflicted more or less with the prevailing grippe the health of the pupils in our schools continues reasonably good. Proper sanitary care and ventilation are great preventatives of most forms of epidemic diseases. It is hoped that teachers will continue to give constant attention to these indispensable safeguards of health.

THE VOTE of the school children for a State Tree is becoming very lively and interesting. The contest will be particularly between three trees which were in the list suggested by THE TEACHER. The vote will be announced next month with the fine sentiments expressed by the schools in voting for their favorite trees. Please let us have the vote of your school as early as possible after you read this request.

THE NECESSITY, the demand, and the desire of the people of North Carolina for a State Reform School is steadily growing stronger. As the natural impulse of this existing popular will the whole question of a Reform School will be fully discussed by North Carolina's greatest organization of progressive thinkers, the Teachers' Assembly, at Morehead City this summer. This matter has before been considered by the Assembly, but not with such universal popular demand behind it as is now the case. A special committee will be appointed to present the subject to the next Legislature and arrange for the early establishment of this greatly needed Reform School.

THE TEACHER has never been so conceited as to expect that its opinions would be accepted by everybody. We have only claimed that we should be permitted to hold to our views without personal abuse just as we accord this privilege to everybody else. If some college athletic editor does not see proper to agree with THE TEACHER in any matter we have not the slightest objection to make, nor does it in the slightest degree change our convictions. THE TEACHER is entirely independent and fearless, and does not expect anybody else to do its thinking upon any question which concerns the good of our educational institutions and their students. We freely concede to all other journals the same right that we exercise—to think just as they please. Only the man who has a very weak cause uses personal abuse as his argument, and with such dishonorable discussion of a question THE TEACHER has no part.

THE "PANORAMA OF THE WORLD'S FAIR" is by far the most elegant of all similar publications. It comprises four folios, each containing fifty-five beautiful pictures, the set comprising two hundred and twenty of the very choicest and most desirable views of the world's greatest exhibition. By a special arrangement which we have made with the publishers, we will send a complete set of these elegant portfolios to every subscriber to THE TEACHER who sends one dollar in advance for the journal with twenty-five cents extra for the set of pictures. Everybody wants this "Panorama of the World's Fair" and you will be charmed with the artistic views. We think so highly of the book and of its great value to teachers that it will be the only premium offered to our subscribers for this year. For the benefit of those who have already paid for THE TEACHER for 1894, we will make this offer good from the first of January 1894, and such subscribers will have to send only twenty-five cents for the portfolios. Be sure to secure a set of these elegant pictures.

Do you realize that the matter of co-education in our colleges is gradually growing in favor with the people of North Carolina? It is a fact, just as we predicted several years ago. Where it exists in this State the results are highly satisfactory, and therefore most of the prejudice against the new system has been compelled to disappear. Some of the ablest men of our State are strongly advocating co-education, and notably Rev. Thos. H. Pritchard, D.D., formerly president of Wake Forest College, who has prepared and published a series of very strong and convincing articles on this interesting subject, in which he urges the Baptists to open the doors of their college to boys and girls alike. It is vain for us to try to resist the power of true and progressive education, because that which is popular will always be sure to prevail.

Do you know that about a hundred teachers every year secure good permanent positions to teach while at the Teacher's Assembly? This is a fact. Besides, some of the very best contracts in our State have been made at the Assembly and would not have been made anywhere else. School officers and principals go to the Assembly to find their assistants because there is better opportunity for a satisfactory agreement than can be secured by correspondence, and it is well known that only the most progressive teachers attend this great gathering of the profession. Up to this time nearly a thousand teachers and school officers have been assisted in this direction, and it is the intention of the Assembly to be even more useful in securing good positions for its members. If you want a teacher or a school do not fail to be at Morehead City and promptly register with the Assembly Teachers' Bureau. The registration and aid are entirely without cost to all members of the Teachers' Assembly. The positions which have been secured for teachers by the influence of the Assembly include every grade from the private governess to the president of a college.

WE ARE interested, and always have been, in the prevention of cruelty to animals. Are you? Of course you are. Then send to Geo. Angell, Boston, Mass., for full information in regard to organizing a Band of Mercy in your school. Our State laws give you ample authority, and the child who is not interested in protecting every dumb animal from cruelty is unnatural and needs some of your special training.

OUR LIMIT of members for the "California Party" has been completed long ago. It has, however, not yet been possible for us to secure such rates as we desire, owing to the fact that the distance is so great and covered by so many different railroads. Just as we have about completed the rate-matter to our satisfaction throughout the route, some road will change administration to such an extent that all our work is to be done over again. We expect our party to make the trip for about one-half of the usual expenses, and it will be one of the most enjoyable and instructive tours ever made by a NORTH CAROLINA TEACHERS' party. The itinerary and other particulars will be announced when all arrangements are satisfactorily completed.

THE BOARD of Education of Duplin County has instituted suit against the State Board of Education, State Superintendent Scarborough and State Auditor Furman to test the question which was heard at last February term of the Superior Court as to whether public school taxes are not required by the Constitution to be paid into the State Treasury and thence disbursed in proportion among the school population of all the counties. Mr. W. R. Allen, of Goldsboro, will generously represent the State without compensation. We hope that the verdict will be in favor of the State Board of Education so as to leave in each county the funds raised by that county to educate its children. This is the law at present, and it is less expensive

than the proposition to have all local funds pass through the State Treasury, and the present plan is entirely just and proper. If the suit should be decided against the State the teachers will be put to much inconvenience and some loss in obtaining their money after it has been earned. Well enough should be let alone.

IT SHOULD BE the constant care of those who undertake the education of our children to teach them to speak pure and unadulterated *American*. The person who constantly mixes dead words from dead languages with our beautiful, euphonious and living American has not been properly taught. Some people who are unacquainted with at least two-thirds of the words in our American dictionary will use many words which are not in the dictionary and are wholly unknown in our language. Such expression as "He earns three dollars per day" is not pure and uncorrupted American, nor is it strictly any other language within our knowledge. Then why use such mongrel expression while our almost limitless American is sufficient to tell everything you want to say? With the teachers largely rests the responsibility of establishing and maintaining the purity of our beautiful American tongue. No time is saved nor is the force of conversation at all strengthened by the use of a mixed language, neither is it evidence of the slightest literary ability. Most persons who sandwich the words "per," "via," "en route," "per capita" and "pro rata" with our American language have not the remotest knowledge of their meaning, but use them just as the unthinking parrot says "Polly wants a cracker,"—having heard somebody else use them. A distinguished literary man has asserted that the American is the strongest and most expressive of all languages, and its useful variations are almost limitless. If you want to say anything and cannot find American words sufficient, it is as well to leave it unsaid.

ABOUT OUR TEACHERS AND SCHOOLS.

MISS LIZZIE MALLOY has a good school near Lumber Bridge.

MISS MAMIE GODLEY has opened a private school at Yatesville.

MISS JOSIE L. JOYNER, of Greenville, has a very prosperous school at Durham's Creek.

MISS LOU CASE (Oak Ridge Institute) is teaching with Mr. J. B. Sparger at Mt. Airy.

MISS JANIE MALLOY, of Lumber Bridge, has accepted a position to teach in Columbus County.

MR. C. S. ELAM is principal of Grover High School for boys and girls, and the attendance is excellent.

MISS ELOISE MCGILL, Miss Katie McPherson and Miss Fannie McPherson are teaching near Fayetteville.

MISS CORA DONNELL (Greensboro Female College) has charge of the Music Department in Oak Ridge Institute.

MR. J. C. CLIFFORD (W. F. C.) is principal of Wakefield High School, and has a fine enrollment for the present term.

MR. S. M. DAVIS, a student of the Lumber Bridge High School, has accepted a position to teach at Saussy, Georgia.

MR. O. J. PETERSON, formerly of Bugaw, is now principal of a flourishing High School at Clyde, Haywood County.

MRS. W. B. LEE is teaching Mr. W. H. Rhodes' school at Trenton. She fills the place Mrs. Rhodes has just given up.

MISS MARGARET HARGRAVE, of Kenansville, last year a student at St. Mary's, Raleigh, has a good school at Hamlet.

MR. S. L. JOHNSTON, A. M., is principal at Roxobel Academy, and the school is receiving a liberal patronage from the people of the community.

THE BAPTIST FEMALE UNIVERSITY will have a complete department of normal and industrial training as a part of its regular course of instruction. The University has a bright outlook and a broad field of usefulness before it.

MR. W. E. MICHAEL has charge of the public school at Lincolnton and the attendance is very large. He is assisted by Miss Bessie Johnston and Miss Prue Crouse.

THE POPULARITY of the "North Carolina Spelling-Book" has extended even beyond our borders, and it has been introduced into both Virginia and South Carolina schools.

MR. J. T. ERWIN, who last year was principal of a school at Jefferson, has now gone to take charge of a school at Elm City.

REV. J. D. SHIVEY, president of North Carolina College at Mt. Pleasant, says the present session is highly successful and the enrollment of students is much larger than last year.

THE SCOTLAND NECK MILITARY ACADEMY has been closed for the present, and Superintendent W. C. Allen has moved to Wilson, N. C., to take editorial charge of the *Advance*.

REV. J. E. GREENE is principal of Yadkin Valley Institute at Boonville. The spring term begins with about fifty students, with bright prospects for a good increase in the number.

MISS CORA V. DUNSTON (Kinston College) is in charge of a prosperous school at Bath, the oldest town in North Carolina. Miss Cora is an earnest and faithful teacher, and we are glad to know that she is succeeding so well in her work.

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE now has one hundred and ninety students, an increase of about eighty upon the enrollment of 1893. This is one of the most thorough and popular educational institutions in North Carolina.

NORTH CAROLINA is publishing more of its own school books than any other State in the Union. The books are all excellent and are universally popular with teachers and pupils. North Carolina teachers know how to make a good school book.

MISS CLAUDE GRIER, an accomplished teacher in Charlotte Female Seminary, and Miss Bessie Neal, a teacher in the Charlotte Graded Schools, have decided to enter upon the work of foreign missions, under the auspices of the Presbyterian Church.

PEACE INSTITUTE, Raleigh, has received a number of new students for the new year. This is a high grade institution, and when a girl gets a diploma from Peace Institute it means that she is educated. This high standard of instruction makes the school very popular with our people.

GREENSBORO FEMALE COLLEGE is enjoying a most prosperous term. Rev. F. L. Reid, D. D., has shown by his success that he is an exceedingly energetic and popular president. The college building is packed with boarding pupils and the recitation rooms have also a large number of day scholars.

CAPT. W. B. KENDRICK, so well known and popular in North Carolina, and one of the Vice-Presidents of the Teachers' Assembly, delivered a most interesting and valuable address before the Raleigh Chamber of Commerce and Industry on February 13, by special invitation. His subject was "Desirable Immigration," and it was handled in a masterly style. Some fifty thousand copies of the address will be published and circulated.

DR. GEORGE T. WINSTON, President of the University, delivered a most interesting and instructive address to the students of the Agricultural and Mechanical College at Raleigh on Friday, February 2. A good number of ladies and gentlemen of the city were also present to enjoy the talk.

SAINT MARY'S SCHOOL, at Raleigh, an old and universal favorite, begins a most successful spring term. Its many peculiar attractions and great merit draws students from the entire South, and the North Carolina girl and the Texas girl are, side by side, beautifully trained for the highest possibilities of a good and useful life. Saint Mary's is now in its fifty-third year, and holds a very high place in the love of our people.

THE SHAKSPEARE CLUB at the University is doing some very fine literary work. It is also a class of work which will have a good and refining influence on the lives of young men who aspire to true nobility. We are one of the "old fogies" who believe that literary clubs and teams should be most prominent in educational institutions, and it is truly gratifying to us, therefore, to note the splendid success and popularity of the Shakspeare Club at our University.

THE STATESVILLE GRADED SCHOOLS are making a very fine record under the skillful guidance of Superintendent D. Matt. Thompson. The white school has an enrollment of four hundred and fifty pupils, the largest it has ever had. The Negro school has one hundred and seventy-five pupils. The schools employ ten teachers and the entire system is very popular in Statesville. The schools will vote on a "State Tree" as soon as they have finished the interesting and instructive discussion and research which they are now having upon the subject.

HON. JOHN C. SCARBOROUGH, State Superintendent of Public Instruction, has made the following appointments for public speeches on the subject of popular education: Near Smithfield, Johnston County, February 24th; Aulander, Bertie County, April 12th; Republican Church, Bertie, April 13th; Windsor, Bertie, at night, April 13th; Ross Church, Bertie, April 14th; Salem, Forsyth County, April 28th. Mr. Scarborough is a strong and forcible speaker and we hope the people will turn out in large numbers to hear him. He is working for the good of the people.

CUPID AMONG OUR TEACHERS.

MISS LIZZIE A. MCPHERSON, a teacher in Lumber Bridge High School, was married on November 29, 1893, to HON. JOHN G. SHAW, Cleveland Elector for Third District. They will reside in Fayetteville. O, pshaw!

MR. HENRY R. RANSOM, of North Carolina, married Miss MARTIN, of Galveston, Texas, on December 21. He is teaching at that place and a good salary rewards his work.

PROF. W. L. CARMICHAEL, a teacher of Franklin County, married Miss MAGGIE CLAYTON, at her home in Stanly County, on December 26, 1893. Rev. J. N. Booth officiated.

REV. DR. W. F. TILLET, a North Carolinian, Dean of the theological department of Vanderbilt University, was united in holy wedlock to Miss LAURA MCLEOD, formerly of Lenoir, an accomplished and highly cultivated teacher in Converse College, Spartanburg, S. C., January 24. The ceremony was performed by Bishop W. W. Duncan in the college parlor.

MISS MAGGIE FERRELL, of Raleigh, one of our excellent young teachers, received the Degree of Cupid, A. B.—a bride—upon her marriage to MR. CORNELIUS EDWARDS, JR., on St. Valentine's Day. Rev. J. W. Carter, D. D., gracefully conferred the exalted degree.

MR. THOS. W. POTTER has been for several months the principal of the Cherokee Indian Training School, which is supported by the Government at Cherokee, Swain County. Miss LILLIE R. SMITH, the beautiful and charming daughter of the late N. J. Smith, Chief of the Eastern Band of Cherokees, is a pupil of the training department of this school. As was perfectly natural, the accomplished principal soon fell in love with this beautiful pupil, and by reason of his many excellent qualities won the affections of Miss Smith in return. As the consequence of this happy experience, Mrs. Mary E. Smith issued cards inviting friends to the marriage of her daughter, Miss LILLIE R. SMITH to MR. THOS. W. POTTER, on the 22d day of February, 1894, at 8 o'clock A. M., ceremony to occur at Cherokee. It is not the custom of the Cherokees to give away the dark-haired maidens as brides for the pale faces, but this is a clear case of capture by a pale-face, and we are sure the Indian maiden has surrendered her freedom to even greater happiness.

AT RECESS.

The books and slates now put away,
And let us laugh a little while;
For those who work there should be play,
The leisure moments to beguile.

AMERICAN LANGUAGE LIMITED.—“Now, Perfessar,” said a very dark pupil in a Georgia public school, “I wants to ax yer a question about the oceanses. If dars less water in the ocean when the tide is low, I wanter know whar is all dat water what the high tide fotch in?” The

"perfessar" wiped his glasses and said: "That is a question which can be answered only in Latin. As Homer says, *Hixquimus trumperry dicksum fluget sockdolagus* is what becomes of all the extra water. You understand?" "Yes, sar! but I never knowed dat befo'."

COMPOSITION ON HENRY VIII.—A small boy in a Pennsylvania public school presented the following composition: "King Henry 8 was the greatest widower that ever lived. He was born at Annie Domino, in the year 1066. He had 510 wives besides children. The first was beheaded and afterwards executed, and the 2d was revoked. Henry 8 was succeeded on the throne by his great-grandmother, the beautiful Mary Queen of Scots, sometimes called the Lady of the Lake or the Lay of the Last Minstrel."

IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost loved ones will be found again."

MR. R. K. MEADE, who has been teaching at Hickory for several years, died at that place on January 22. He was universally esteemed and his death is greatly deplored by the entire community.

MR. H. T. BURKE, after a lingering illness, died Saturday night, February 3, 1894, at the residence of his son in Statesville, N. C. Mr. Burke was born in Rowan County, N. C., in 1830. He graduated at Davidson College, N. C., at an early age, leading his class. He went to Texas soon after he graduated and for three or four years edited a paper there. He married in Texas and afterwards returned to North Carolina, and was engaged in teaching until last May, when he was forced to give it up on account of failing health. Mr. Burke was a cultivated gentleman and a successful teacher. He had taught school in Mississippi and at various places in North Carolina. He was a very quiet, patient man, and his pupils were very fond of him. He prepared many boys for college and his good work lives after him.

PROF. B. C. HINDE, of the Chair of Physics in Trinity College, died at his home in Missouri on February 7, in the thirtieth year of his age. He was a young man of great ambition in his chosen work, and he was universally loved by the student body of Trinity.



WHITE OAK TREE.

ADOPTED BY THE SCHOOL CHILDREN AS THE "NORTH CAROLINA STATE TREE."

THE NORTH CAROLINA TEACHER.

VOL. XI.

RALEIGH, MARCH, 1894.

No. 7.

EUGENE G. HARRELL,

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Editor.

THE VILLAGE SCHOOL.

BY ANTHONY E. ANDERSON.

I see it yet, the village school,
To which I trudged with pail and primer;
I see the master's dreaded "rule,"
And as I gaze my eyes grow dimmer,
Exactly as it did that day
I felt its sting upon my fingers.
The school, the "rule," have passed away,
And yet their memory sadly lingers.

I see the stammering, blushing "fool,"
In cap that almost touched the rafter,
A-perch upon a creaking stool,
Amid our smiles and smothered laughter.
We did not read the future then,
His awkward posture gave no token
Of how he later towered o'er men—
Of how his praises now are spoken.

I see the little blue-eyed maid
Who shared my pencils and my speller;
I see the violets I laid
Upon her desk, that they might tell her
Of all the love my boyish breast
Had felt for her—would feel forever.
Sweet little maid, she lies at rest
Beside a singing, sunlit river.

Dear village school, I see it yet,
I would not have that vision vanish;
Amid the cares of living, let
Fond memory have the power to banish
The long and intervening years,
And lead me through familiar places;
And, though obscured by mists of tears,
Let me behold those old-time faces.

SOMETHING ABOUT FOOT-BALL.

THE NORTH CAROLINA TEACHER was the first publication in the United States, so far as we know, that boldly and publicly set forth the brutalities, immoralities and other evils of the modern *inter-collegiate* game of so-called football.

Our opinions brought down upon us a torrent of abuse from some college journals and a few other papers throughout the State, and it almost seemed that the people enjoyed witnessing the bedraggling, hair-pulling, pounding, trampling, slugging, gambling, and other brutalities and immoralities of this knock-down-and-drag-out game. We were afraid that we stood entirely alone in our opinions, and began to suspect that we were perhaps just a little bit "cranky" on the subject, as had been charged by one or two friends. Some of our critics even went so far as to say that THE TEACHER was opposed to college athletics! This charge really provoked a smile by its absurdity, but we have never changed our opinion.

How different is the situation now! Every leading newspaper, every college board of trustees, and many other thinking persons have publicly come out upon THE TEACHER'S

side of this question! They are all unanimous in condemning the *inter-collegiate* foot-ball game as it is now played, while all agree with THE TEACHER that helpful college athletics should be encouraged in every possible manner.

We give the latest returns from only two of the leading educational institutions of this country on the subject of *match games* of college foot-ball, and these opinions simply express the position always held by THE TEACHER:

HARVARD'S PRESIDENT CONDEMNS FOOT-BALL AS BRUTAL, AND URGES REFORM IN VARIOUS COLLEGE CONTESTS.

President Eliot's annual report, containing his attack upon college sports, was made public to-day. As to sports, he says:

"In the highly competitive sports which give rise to exciting inter-collegiate contests, namely, boat-racing, base-ball and foot-ball, there have been developed in recent years some evils of a serious nature. No sport which requires of the players more than two hours a day during the term time is fit for college use. No student can keep up his studies and also play his full part in any one of these three sports as at present conducted.

"There is something extremely inappropriate in the extravagant expenditure on athletic sports at such institutions as Harvard and Yale.

"In the game of foot-ball the players have been forced by public opinion to overtrain and overwork, until there is great risk of injury and even death. To become brutal and brutalizing is the natural tendency of all sports which involve violent personal collision between the players, as in foot-ball."

As to remedies, the President says—

- "1. There should be no freshman inter-collegiate matches or races.
2. No games—inter-collegiate or other—should be played on any other but college fields belonging to one of the competing colleges, or in the college town.
3. No professional student should take part in any inter-collegiate contest.
4. No student should be a member of a university team or crew in more than one sport within the same year.
5. No foot-ball should be played until the rules are so amended as to diminish the number and the violence of the collisions between the players and provide for the enforcement of the rules.
6. Inter-collegiate contests in any one sport should not take place oftener than every other year."—*New York World*, Feb. 20th.

At a regular meeting of the Trustees of the University of North Carolina, at Raleigh, on February 21, 1894, the following resolutions, condemning the inter-collegiate games, were adopted:

"Resolved, That it is the sense of the Board of Trustees that the inter-collegiate games of foot-ball on the part of the University be discouraged, until massed plays are forbidden, or the rules of the game are so modified as to make it less dangerous.

"Resolved, That the total number of school days allowed for these sports shall not seriously interfere with college duties.

"Resolved, That the attendance upon games at other points by students not belonging to the team, or substitutes, be forbidden, except upon a written request of the father or guardian."

It seems, therefore, that THE TEACHER has, in its position, truly expressed popular sentiment on this question, as it has done on many other subjects.

A distinguished educator has propounded this question, "Shall inter-collegiate foot-ball be encouraged?" It has been answered most emphatically by other distinguished educators: "Certainly it should be encouraged. Every boy ought to get *something* out of his college life. Anything is better than nothing. It is even better to be a rough than an imbecile."

Nobody believes, except possibly a few athletic college professors, that the college gymnasium and ball-ground cannot be maintained unless a lot of the students shall be taken on long tramps over the country, to the neglect of their studies, in order to play match games with some other college! Such an argument is absurd and unworthy an intelligent man. If your athletic professor has not enough influence to induce students to take the proper exercise in the gymnasium and sufficient recreation on their ball-ground without taking them on a long demoralizing tramp over the country to play foot-ball with other colleges, then you may have an incompetent man in charge of your athletics.

IT IS THE TRUTH WHICH HURTS.

Who believes for a moment that the South leads the North educationally and the New England and Middle States especially! Now this chart easily places these latter States at the foot of the class educationally. If there is the faintest suspicion of the fringe of a shadow of truth in it we shall be perfectly willing to help spread the truth as a means of arousing the New England and Middle States to the peril of the situation.—*Journal of Education* (Boston).

Yes, we know it is hard for a New England journal to believe that the South is educationally leading every other section of our country, but the official statistics prove the fact, nevertheless. The South doesn't care whether New England believes the fact or not, as we shall go right along doing our educational work as usual. The government statistics for 1893 prove that the South is doing more for education than the North or West, and it is this fact which nettles our Boston contemporary. Massachusetts ought not to pout, but should try to do better in educational work.

WE HAVE ALL SEEN THEM.

People who are proud in their humility.

People who talk all the time and never say much.

People who never say much and yet speak volumes.

People who say a great deal and do very little.

People who say little and do a great deal.

People who look like giants and behave like grasshoppers.

People who look like grasshoppers and behave like giants.

People who have good clothes but very ragged morals.

People who have an idea they are religious mainly because they feel bad.

People who wouldn't kill a chicken with a hatchet, but who try their best to kill their neighbors with their tongues.

—*Ram's Horn*.

NORTH CAROLINA STATE TREE.

THE NOBLE WHITE OAK IS CHOSEN.

For three months the school children of our State have been greatly interested in searching for an emblematic State Tree for North Carolina, in accordance with THE TEACHER'S suggestion.

The distinctive features of all the principal and noble trees which grow in the State have been thoughtfully and thoroughly studied, and carefully compared with the best characteristics of North Carolina people. The work has been exceedingly interesting and valuable to every child and teacher who has engaged in it.

A large number of enterprising schools have voted upon the matter and the returns are now all in hand. The work represents about eighty counties, comprising over 200,000 children. The vote has been calculated on the basis of one hundred as the highest, and the result is as follows:

Chesnut, 2; hickory, 3; elm, 3; poplar, 6; walnut, 10; maple, 16; pine, 25; oak, 35. Total, 100. (The votes of several schools have been received since the ballot closed, which would change the proportions of pine and oak to 28 and 32 respectively, but this does not alter the general result.)

The noble OAK having received the larger number of votes, becomes, therefore, the choice of the school children of North Carolina as a representative STATE TREE.

There is a greater variety of oaks than of any other tree, and of these there is a larger number in North Carolina than in any other State. The vote of the school children has, therefore, been exceedingly wise and appropriate. The family of oaks comprises nineteen distinct varieties, and seventeen of them are found in North Carolina.

The choice has been given to the noblest of all the species—the WHITE OAK. This splendid tree is found in every section of North Carolina, from the seacoast to the moun-

tains. It grows to a height of about seventy feet, with a diameter of four or five feet. It is, then, with its compact and even head, its light foliage and straight trunk, one of the most imposing trees of our forests.

The oak is probably of more general commercial use, and more extensively serviceable than any other of our trees, it being exceedingly valuable for house frames, mills and dams, vehicles, agricultural implements, cooper's wares, ship building, railroad cars, household furniture, and for all purposes where beauty, strength or durability are required. Its bark has rare properties in tanning leather, also in medicine as a tonic and astringent.

The White Oak bears acorns annually, its leaves are of a pale or Southern-gray tinge and give a grateful shade in summer; its bark is of an ashy hue and its branches are widespreading; the wood is light colored and intensely compact, and admits of a most beautiful, brilliant and lasting polish.

Among the many pretty sentiments expressed by the school children in behalf of their choice of the magnificent White Oak, as a representative of our State, are the following:

1. "The dense foliage of the oak and its widespreading branches afford shade and shelter to all our people, to the 'stranger within our gates, and to the cattle upon a thousand hills.'"

2. "The wood of the oak is one of the strongest by nature, and it is capable of the highest possible polish by art; so is every child of North Carolina strong in character, and, by proper education, is brought to the noblest perfection of manhood and usefulness."

3. "While the oak may be somewhat slow of growth, its life and durability are unequalled by any other tree; so is North Carolina wise and conservative in all her acts and intensely faithful and true to her convictions throughout all time."

4. "The oak resists the power of the tempest and cyclone more successfully than all other trees of the forests; thus is North Carolina more patriotic, braver in battle, more patient under oppression, more independent in thought and action, truer to the nation and to every trust, and more thoroughly reliable at all times than any other State in the Union."

5. "The oak will grow and thrive in any kind of soil or climate, from the mountains to the sea; so the true North Carolinian, by native pluck and indomitable energy, will live and prosper in any country on earth, and always maintain and promote the respect and dignity of his native land."

6. "The oak is the most universally useful of all the commercial timbers; so North Carolina is most esteemed and honored of all the States of the Union, by reason of the fact that she was first to assert independence of foreign control, thus laying the foundation of the American government—the greatest and best on earth."

In this vote it is truly gratifying to have justly rejected and rebuked the "tar, pitch and turpentine" idea with which some ancient and ignorant makers of so-called geography have so long persisted in connecting North Carolina. The production of turpentine is, and has always been, one of the smallest of our principal industries, and there are thousands of people in the State who never saw a boxed pine tree nor a turpentine distillery.

We present with this number of THE TEACHER a cut of a magnificent White Oak, which is the children's choice for a State Tree. The illustration is made from the photograph of a tree growing near Raleigh, and the picture was one of a series shown in the State exhibit at the World's Fair. The cut is an exact representation of the tree, and surely such a graceful, grand and noble king of the forest as the White Oak must deserve the admiration of every lover of nature, and the choice of the children will without doubt meet the heartiest approval of all our people.

SOME NEWSPAPER AMERICAN.

A young man, desiring to become a reporter on the daily press, received the following suggestions from an old-timer to whom he applied for professional "tips":

"In rescuing drowning men, it must always be when they are going down for the third time. No case is on record of a rescue when the sufferer was going down the first time.

"When a gentleman gives a bank-note it must always be a 'crisp' five-dollar or ten-dollar one.

"Thuds are of two descriptions—the 'dull' and the 'sickening.'

"Of course every writer knows that fire must always be mentioned as the 'devouring element.'

"What 'wildfire' is no one exactly knows, but when anything spreads rapidly, remember it 'spreads like wildfire.'

"Flags, especially political ones, must always be 'flung to the breeze,' no matter whether there is any breeze or not; fling it—do not 'unfurl' it.

"If you can manage to get an assault, a dog-fight and a burglary all into one column, do it, for it will secure the alliterative scare-head of 'A Carnival of Crime.'

"Speaking of winning or losing money, it must always be a 'cool' 500 or 5,000. However heated the struggle, the amount must always be 'cool.'

"Always remember that a man is 'launched into eternity,' not hanged, at a certain time.

"When a person, after an accident, is found to be dead, it is best not to say so, but that 'the vital spark has fled.'

"Speeches on the political side which your paper advocates should always be 'ringing' or 'telling' speeches."

COMMON SENSE SUGGESTIONS TO TEACHERS.

BLACKBOARDS.—A blackboard in a school-room is of more importance than a looking-glass. No matter how good-looking anyone is before the latter, if he cuts a sorry figure before the former he is unfitted to make his appearance in public.

BROOMS.—Brooms are often more needed in a school-room than pianos. It is true, it is a great accomplishment to perform well on the latter. But the young lady who can handle a broom well is even better fitted for her sphere of life. A clean school-room and a clean house, have incalculably much to do with the formation of our habits and even with the salvation of our souls.

LIGHT.—God's sunlight is needed everywhere to prevent a stunted, sickly growth. Especially is it needed in the school-room for this purpose. Both body and intellect will be dwarfed and sickly where sunlight is excluded.

TO PREVENT MISCHIEF.—Some boys once stole a man's beer. He asked Dr. Franklin how he could prevent it. "Put a barrel of wine beside it," said the Doctor. If teachers would adopt Franklin's idea they might prevent a great deal of whipping. Pupils must have some employment, employment that they love, love better than mischief, and there is no danger of their becoming mischievous.

CLOCK.—Every school-room should have a clock in it. Teachers and pupils would thereby be taught punctuality, a virtue that would follow and greatly benefit them all through life.

COMPOSITION.—Composition is very sadly neglected in many schools. It should be a regular exercise in every school. What miserable letters some young people write home. Yet most of them have enjoyed a common school education, can read, write and cipher. But how to write

letters, how to compose, they were never taught, and now, alas! they and their friends learn, by bitter experience, the importance of this neglected branch of education.—*National Educator*.

AS SOME FOREIGNERS SEE US.

It is necessary to read the European newspapers to get some original and interesting views on America and American affairs. The following information has been recently given by foreign papers to their readers:

A paper published in Belgium says that the two famous pugilists, James J. Corbett, champion of America, and Charles Mitchell, champion of England, are going to fight a great battle to determine whether the tariff shall remain protective in accordance with American principles or shall become free trade for the benefit of the English merchants.

Another Belgium paper prints a long editorial on the folly of President Cleveland in giving up his position as President of the United States in order to become King of the Sandwich Islands.

A Scotch paper says that the American Minister in Hawaii, during the last Administration, tried to make himself King of the islands, and is very profuse in its praise of President Cleveland in preventing so monstrous a scheme.

A small country weekly published in France, hears that the United States is trying to persuade Great Britain to annex Hawaii in order to prevent the islanders from deposing their Queen.

An English paper thinks that "Chief McKane" is the ruler of a small tribe of semi-civilized Indians, who live by fishing off the coast of Long Island, and it wonders that the people of the United States ever should have granted equal political rights to such barbarians. It sees the begin-

ning of an Indian war in the assaults on officers of the courts who have tried to serve papers on the Gravesend natives.

Another English paper thinks that savage Indians make frequent raids across the Mississippi river into New York City and keep the people in constant dread of massacre; and that wild buffalo may be hunted within a few miles of Chicago.

HOW TO GET INTO THE BEST SOCIETY.

Have you ever rightly considered what the mere ability to read means?

That it is the key which admits us to the whole world of thought and fancy and imagination, to the company of saint and sage, of the wisest and wittiest at their wisest and wittiest moment?

That it enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all time?

More than that, it annihilates time and space for us; it revives for us without a miracle the ages of wonder, endowing us with the shoes of swiftness and the cap of darkness, so that we walk invisible, like fern-seed, and witness unharmed the plague at Athens, or Florence, or London; accompany Cæsar on his marches, or look in on Catiline in counsel with his fellow-conspirators, or Guy Fawkes in the cellar of St. Stephen's.

We often hear of people who will descend to any servility, submit to any insult, for the sake of getting themselves or their children into what is euphemistically called good society. Did it ever occur to them that there is a select society of all the centuries to which they and theirs can be admitted for the asking—a society, too, which will not involve them in ruinous expense and still more ruinous waste of time and faculties?—*James Russell Lowell.*

IN THE SCHOOL-ROOM.

A LITERARY LUNCHEON.

A pleasing literary luncheon for a party of ten guests is thus described by Mrs. Burton Kingsland in a capital article on "Economical Luncheons," in the January *Ladies' Home Journal*:

MENU.

"Lays of ancient Rome"-----	<i>Macaulay.</i>
(Stuffed eggs.)	
"The red skins"-----	<i>Cooper.</i>
(Lobster farcie.)	
"Lamb's works"-----	<i>Lamb.</i>
(Chops, potato croquettes.)	
"Cometh up as a flower"-----	<i>Rhoda Broughton.</i>
(Mushrooms.)	
"Salad for the solitary and the social"-----	<i>F. Saunders.</i>
(Lettuce.)	
"The queen of curds and cream"-----	<i>Mrs Gerard.</i>
(Cream cheese.)	
"Man and the glacial period"-----	<i>Dr. Wright.</i>
(Orange ice, served in the skins.)	
"Coffee and repartee"-----	<i>Bangs.</i>
(Coffee.)	

The explanations in parentheses should be omitted on the menu.

PRICES.

1 dozen eggs, 15c.; half pint cream, 10c-----	25
Salt, pepper, butter and onions-----	12
Lobster-----	60
1 egg, 1c.; parsley, 5c.; shallots, 5c.; ½ pint milk, 2c-----	13
Lamb chops, 4 pounds-----	60
Potatoes, 6c.; lard, 5c-----	11
Mushrooms-----	\$1 00
Lettuce, 20c.; dressing salad, 15c-----	35
Neufchatel cheese whipped up with cream-----	15
Bread, 15c.; butter, 15c-----	30
Twelve oranges-----	30
Ice and salt-----	15
Coffee-----	09

\$ 4 15

CAN YOU EXPLAIN THIS?

Ten weary, sleepy travelers,
 All in a woful plight,
 Sought shelter at a wayside inn
 One dark and stormy night.

“Nine rooms, no more,” the landlord said,
 “I have to offer you;
 To each of eight a single bed,
 But the ninth must serve for two.”

A din arose. The troubled host
 Could only scratch his head,
 For of those tired men no two
 Would occupy one bed.

The puzzled host was soon at ease—
 He was a clever man—
 And so, to please his guests, devised
 This most ingenious plan:

A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---

In room marked A two men were placed,
 The third was lodged in B,
 The fourth to C was then assigned,
 The fifth retired to D.

In E the sixth he tucked away,
 In F the seventh man,
 The eighth and ninth in G and H,
 And then to A he ran,

Wherein the host, as I have said,
 Had laid two persons by;
 Then, taking one, the tenth and last,
 He lodged him safe in I.

Nine single rooms—a room for each—
Were made to serve for ten;
And this it is that puzzles me
And many wiser men.

“I” AND “ME.”

What in the world is to be done with those otherwise good people who persist, in conversation, in using “I” and “he” in the objective?

Most of these people know better, though some of them are college graduates; but they go on saying, “Will you go with Dick and I to the symphony?” and even “It was between he and I,” though they would never, of course, say, “Will you go with I?”

The number of people who use this solecism is apparently increasing. The “Listener” has heard public school teachers use it; and the sound of it is not altogether unfamiliar in what is called good society, though “me and him did it” is not a whit more ungrammatical than “between you and I.”

Evidently some people use the phrase without knowing that they do it; but why should they? Still other people, who have been taught that “me and him went” is not correct, ignorantly suppose that “between you and me” is also ungrammatical. In this case, of course, the mistake is due to pure ignorance, and no one can complain of it, because ignorance is generally a misfortune rather than a fault. But when people who have been to school use the nominative case in the objective and say “between you and I,” or “I will let you and he know,” one feels like projecting some convenient article of furniture at them.

Perhaps some form of violence will have to be resorted to in order to break up the practice.—*Boston Transcript*.

LIVE IN LIFE'S SUNSHINE.

Life is made up of sunshine and clouds, but it is your duty to avoid the clouds, as far as is possible, and live in the sunshine. Look on the brightest side of everything and on the best qualities of every person.

Nobody likes to be with people who are always groaning, growling, complaining and grumbling; people who describe to you all their aches and diseases, trials and tribulations; people who are loaded to overflowing with tales of slander and gossip, and who have never known anything good about anybody.

Trouble may come—yes, it *will* come; but you do not want to borrow it a single day in advance, or live in it a single day after it has passed. Bravely meet and bear the trouble when it comes, and then get rid of it as soon as possible. Be as happy as you can, as many times as you can, and thus make others around you also happy.

North Carolina is truly "God's country," and her people are peculiarly blessed in many ways, and it is not difficult for us to live in the sunshine of life almost all the time; but some persons still persist in staying under the clouds. These are not the people who are wanted to teach our children. One bright, happy, cheerful teacher in a school-room is worth a million groaners, grumblers and growlers.

Child-life is generally happy life, and it should not be soured by a sour teacher. If you are so constituted that you cannot live in the glorious sunshine of humanity, then you should live alone and not try to make a school-room full of bright, happy children spend their days with you under the dismal clouds.

NEVER BEAR more than one kind of trouble at a time. Some people bear three kinds—all they have had, all they have now, and all they expect to have.—*Edward Everett Hale.*

SHORT LESSONS IN BUSINESS.

NUMBER ONE.

Every boy and girl in a North Carolina school should be thoroughly instructed in the use of the various forms of commercial papers. They should be taught how to accurately fill out blanks, make orders, endorse properly, and write receipts and checks. It is surprising how many people are unable to correctly fill out a draft, write a note, or make out an order for merchandise.

You can spend an hour very profitably in drilling your pupils in the use of the following business forms. Require them to fill blanks, and also to write the papers in full and see that they thoroughly understand every detail:

NEGOTIABLE NOTE.

-----, 189--
 \$-----
 ----- after date ----- promise to pay
 -----, or order,
 ----- dollars,
 for value received, with interest.

Explain to your pupils the distinctive features of the "non-negotiable," "on demand," "joint," and "bank" notes. Also, see that they understand the effect of "security" and "endorsing."

BANK CHECK.

Raleigh, N. C., -----, 189--
 No. -----
 NATIONAL BANK OF RALEIGH,
 Pay to ----- or order,
 ----- ¹⁰⁰ Dollars.

 \$----- 2

SIGHT DRAFT.

-----, 189--
 \$-----
 ----- pay to the order of

 ----- dollars
 and charge the same to my account.
 To ----- }
 ----- }

In North Carolina "three days of grace" are allowed on all notes and drafts, except those "on demand." These days are beyond the day when the paper becomes due by its limitation, and no allowance is made for Sundays or legal holidays. Notes dated on Sundays or holidays are invalid and cannot be collected by law.

ORDER FOR MERCHANDISE.

-----, 189--
 Messrs. Alfred Williams & Co.,
 Raleigh, N. C.

Gentlemen :

I inclose herewith \$ ----- for which please
 send to me by ----- (Express, Freight or Mail)
 the following :

24 North Carolina Spelling Books.

18 Spencer's First Steps in N. C. History.

34 Moore's School History N. C.

20 Williams' Reader for Beginners.

1 Cobb's Wall Map N. C.

6 doz. N. C. Copy Books, $\frac{1}{3}$, $\frac{2}{4}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$.

And oblige

Yours truly,

In ordering merchandise always separate the order from the body of the letter and give a line to each article mentioned. This facilitates "checking off" by the merchant and lessens the possibility of errors likely to occur in filling the order.

In writing a business letter to a firm to whom you are a stranger, a woman should always prefix her name by (Miss) or (Mrs.) This may save her the mortification of receiving a letter in reply addressed to "M. Jones, Esq.," or "Mr. K. Smith," instead of "Miss Mary Jones" or "Mrs. Kate Smith." This prefix, in parenthesis, should be used in every letter until sure that you are well known to the merchants. The correspondence of a large business firm is immense, and notwithstanding you may have signed your letter or order last week as "(Miss) Mary Jones," the bookkeeper or clerk will hardly remember that a letter several days later signed "M. Jones" is from the same person.

TIMELY SENTENCES FOR CORRECTION.

The peanut politishan is in it fer the rake off.

A man's politicks goes the way his intrasts goes.

The dollar mak is gettin' to be our nashunal emblem.

A member of Congress erns his sallery tryin' to git elected.

Thar ain't enuf money in cerculation to buy a desent man's vote.

Politikle economy in some quarters means gettin' three fifty cent votes for a dollar.

Ef every Congressman waz as big as he thinks he is wede hav to knock one eend out of the capitol.

County Superintendents' Department.

UNDER THE AUSPICES OF THE COUNTY SUPERINTENDENTS' ASSOCIATION
OF NORTH CAROLINA.

MEETINGS OF TEACHERS' ASSOCIATIONS.

IS YOUR ASSOCIATION ON THIS LIST?

<i>County.</i>	<i>Time of Meeting.</i>	<i>President.</i>
Buncombe	Second Saturday	C. B. Way.
Rutherford	Third Saturday	E. E. Britton.
Cleveland	Second Saturday	John J. George.
Northampton	Second Saturday	A. J. Connor.
Gaston	Third Saturday	W. L. Campbell.

There are over forty County Teachers' Associations in the State, and we want to publish in this list the time of regular meetings and names of presidents. Please give us this information.

HOW FAR SHOULD THE STATE EDUCATE?

BY REV. R. W. BARBER, COUNTY SUPERINTENDENT OF WILKES.

There perhaps never was a period of the same duration when more was said and written on the subject of Education than has been said and written during the last fifteen or twenty years. Our educational journals have been greatly increased in number, and many of them manifest improvement in the quality of the matter contained. But still the subject does not seem to be exhausted. They still invite the aid of those who may be disposed to offer suggestions or file objections to theories advanced.

In reviewing the articles and speeches of many of our best educators, it does seem that a very radical mistake is often made as to the motives with which education, on the part of the State, should be undertaken, and consequently as to the extent to which this should be carried.

I have seen it in print and heard it asserted frequently by sensible and intelligent persons that "the State owes every one of her children a liberal education." It might be asserted with equal justice that she owes every one of them food, clothing and shelter. This is palpably absurd, as it would relieve every parent of all care and responsibility as to the comfort and well-being of his children. The parent, in that case, would not have that stimulus to exertion and economy which is essential to the prosperity and wealth of a State.

But, while the State does not owe it *as a debt*, there are many and strong reasons why she should educate, inasmuch as many parents are not able and many are not willing to educate their children. These reasons may seem selfish; but the State is bound to consult her own interests, as her interests and safety are identical with those of her citizens.

An educated mass is more valuable to her than an uneducated one. Her interests, her character and even her safety depend in a great degree on the proper training of the mind and morals of those who are to be her future citizens. Therefore, if she has due regard to the fulfilment of her functions, she will not fail to promote this training.

Now, here may be suggested the extent to which she should educate. I have met with some very intelligent men who have argued that she should not stop short of affording, at public expense, the means of acquiring an academic education of the highest order. In our State it is palpable that this cannot be undertaken, at least for a long time yet. As she educates with a view to her own interests and safety, it would seem that her prime aim

should be to make an intelligent and honest voter out of each one of her males, and an orderly and respectably cultured head of the family out of each one of her females.

I insist on the education of our females, for the reason that its importance is not always duly estimated. Long observation has convinced me that there is no greater power seen in moulding the future citizen than that of the mother, who watches over him in the tender years of infancy, teaches his infant lips to utter articulate sounds understandingly, places before his mind the evil of deception, fraud and impurity, and impresses most assiduously and prayerfully the opposite virtues and graces of character.

In conclusion, I beg leave to say that in my humble opinion the curriculum adopted by our State Board of Education cannot be bettered. If this is properly carried out by our school officers and teachers it will make such citizens of our males and females as I have depicted, while the Normal and Industrial at Greensboro and a department for like purposes at Chapel Hill afford to our males and females who aspire to be teachers of a higher order opportunities on easy terms.

THE HUMAN FAMILY.

The human family living on earth to-day consists of about 1,450,000,000 souls—not fewer, probably more. These are distributed literally all over the earth's surface, there being no considerable spot on the globe where man has not found a foothold. The extremes of the blacks and whites are as five to three, the remaining 700,000,000 intermediate, brown, yellow and tawny in color.—*Exchange*.

EDUCATION is making great strides in Kentucky, one of whose teachers, James Banes, lives in Elizabeth, Ind., and walks thirteen miles to and from school daily.

North Carolina Teachers' Assembly.

ORGANIZATION 1893-'94.

F. P. HOBGOOD (Oxford Female Seminary), President, Oxford.
 ALEXANDER GRAHAM (Graded Schools), First Vice-Pres't, Charlotte.
 EUGENE G. HARRELL (Editor N. C. TEACHER), Sec. and Treas., Raleigh.
 MISS MAMIE ROBBINS, Director of Music, Raleigh.
 MISS LULA HOLDEN, Assistant Director of Music, Raleigh.

EXECUTIVE COMMITTEE :

F. P. HOBGOOD, Chairman (President Female Seminary), Oxford.
 EUGENE G. HARRELL, Secretary (editor N. C. TEACHER), Raleigh.
 J. M. HORNER (Superintendent Horner School), . . . Oxford.
 B. F. SLEDD (Wake Forest College), . . . Wake Forest.
 M. C. S. NOBLE (Superintendent City Schools), . . . Wilmington.
 GEORGE A. GRIMSLEY (Superintendent City Schools), Greensboro.
 E. A. ALDERMAN (University North Carolina), . . . Chapel Hill.
 C. B. DENSON (Associate Principal Male Academy), . . . Raleigh.
 E. P. MOSES (Superintendent City Schools), . . . Raleigh.

COUNSELLORS :

Each County Superintendent in North Carolina.

ELEVENTH ANNUAL SESSION:

Morehead City, N. C., June 19 to July 1, 1894.

MISS LULA HOLDEN of Saint Mary's School, Raleigh, has accepted the place of Assistant Director of Music at the Assembly. Miss Holden is already well known to many who attended the Assembly last summer as a most charming young lady and a musician of very rare talent and cultivation.

THE SPLENDID programme for the coming session of the Assembly is now completed and ready for publication. It is the best programme ever prepared by the Assembly, and its notable practical value and interest will draw nearly every leading teacher in the State to the session at Morehead City this summer.

THE CONTRACT between the owners of the Atlantic Hotel and Mr. B. L. Perry, the proprietor for this season, has been duly signed. It is truly a pleasure to the people of North Carolina to know that Mr. Perry is again to be their host during their sojourn at Morehead City this summer. Mr. Perry is already at work upon the hotel, so that everything will be in perfect order in time for the Assembly. He will take pleasure in reserving special accommodations in preferred rooms for all who will make the request in advance of the opening of the season.

NO PRIMARY teacher in North Carolina can afford to miss "Primary Day" at the Assembly this summer. The very highest ability and largest experience belong to the speakers who have accepted places on the programme for that day, and their addresses will be of untold value to young teachers and to all who have charge of the little child during its first school days. The average school life of the masses of our people is only about three years, and it is therefore necessary that these three years of primary and intermediate work in the schools should be of the very best character. This work must be in the hands of the most skilled of experts.

THE VERY mention of Morehead City, the great Atlantic Hotel and the Teachers' Assembly brings most pleasant memories into mind, and causes a thrill of anticipated pleasure for the coming summer. The question is often asked by teachers, "What would we do without Morehead and the Assembly?" And no satisfactory answer has yet been given. The splendid work of the Assembly and the joys of the visit to the seaside give new inspiration, new energy, and new ambition to the tired and discouraged teacher, and she finds a new pleasure in her school work. The Teachers' Assembly has brought success to many a teacher, who in the beginning of her school work needed just the encouragement and help which she could find at the Assembly and nowhere else.

EDITORIAL.

“Carolina! Carolina! Heaven’s blessings attend her,
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.”

A FEW WORDS ABOUT CO-EDUCATION.

This is now an interesting subject to our people. The Harvard Annex has been abolished and women are now admitted to all the privileges of that great University. This movement has destroyed the last stronghold and argument of those who oppose co-education. Our esteemed neighbor, the *Virginia Journal of Education*, has this to say on the subject: “There is not now a single really great institution in either the East or the West that does not accord equal privileges to men and women. The English universities are simply a collection of colleges in the same town, and at both Oxford and Cambridge colleges are provided for women. The Scotch universities were opened last year. The Germans are taking steps in the same direction. Their representative at the World’s Fair felt the absence of provision for higher education of the women of his country a sufficient warrant for an elaborate paper, ‘Why German Universities are the last to be opened to Women.’ ‘The last,’ he says, as if all others of note were already open. Indeed, if Southern universities and colleges persist longer in their conservative policy, they will find themselves survivors of an effete policy. The abolition of the Harvard Annex is significant. The annex policy has been given a fair trial at Harvard, and something better has been found.

The University of Virginia can hardly afford to waste time in trying a plan which Harvard has just discarded as not the best. Admission to *all* the classes of at least the literary and scientific departments of the University should be granted the women next year. The Legislature should give tuition to Virginia women on the same terms as to Virginia men. When a sufficient number of women have matriculated at the University, a wise, thoroughly educated and broadly cultured woman should be made Dean of the women." The Constitution of North Carolina provides for the establishment of a University for the *youth* of our State. It may be that "youth" means *boys only*, and that there are no female "youth," but we have failed so far to find any such definition of the word given in the standard dictionaries. Perhaps the noble old North Carolina patriots at Halifax in 1776, who prepared this clause of our Constitution, knew that all the lexicographers of the world were entirely ignorant of the meaning of the word "youth" as it is to be used in the American language! In every co-educational institution in this State the system has been in the highest degree satisfactory, and both the girls and the boys have been stimulated intellectually and benefited socially by their regular association and study together in the class-room.

WILL YOU please send us every month a brief report of the meeting of your County Teachers' Association? We want to help you in your work if we can.

WRITE FOR your educational journal. Almost every ambitious teacher can say something to help some other teacher, and some other worker may need the benefit of your hints and helps. THE TEACHER is glad to publish any communications upon educational matters.

ACCORDING TO popular verdict the school children have made an exceedingly wise and appropriate choice in the selection of a State Tree. The lordly White Oak, which was chosen by vote, has been unanimously accepted by the people as a most fitting emblematic representative of North Carolina and her many noble qualities.

THE TEACHER will give five dollars for the best poem of twenty-four lines on the White Oak as the North Carolina State Tree. The award will be made on May 1st, and poems for competition should be sent in not later than April 25th. We have many excellent poets in North Carolina, and we know that the State poem on the State Tree will be in every way creditable to our people.

SEVERAL OF THE ablest papers in our State are advocating the establishment of a State institution for the sole purpose of training educated young women to teach. There is a great universal demand for such an institution in North Carolina, and its establishment will be a blessing to our schools and to the young women of our State who want to teach and want to know *how* to teach. The next General Assembly will be asked for a 'Teachers' Training School, and no doubt such a school will be established.

DO NOT SEND your child to a school that issues a "Catalog." The teacher who cannot correctly spell the ordinary words in the American language is hardly competent to educate your boy or girl. When the orthography of any word in our language is to be changed, we presume that it will be done by an official assemblage of the nation of educators and not by a few obscure individuals. The "program" and "catalog" speller of the present day is unknown in literature or history. We may favor "reform spelling," but until it is reformed by competent authority we propose to spell all the words of the American language in accordance with our standard dictionaries, so far as we know how, or can learn.

THE TEACHER has never before offered a premium that was so valuable and popular as our "Panorama of the World's Fair." The set of four portfolios, two hundred and twenty pictures, is sent to every new and old subscriber who sends one dollar for a year's subscription and twenty-five cents for the views. One of the four parts is sent free to every person sending one dollar on account of subscription. We supply a set of these elegant pictures to readers of THE TEACHER at less than they cost us, and it is gratifying to us to know that they are so greatly appreciated.

THE PRIZE for the best article on Spelling which was offered by THE TEACHER has been awarded by the committee to MISS ADELAIDE GARDNER, of Shelby. Her paper was published in February number of THE TEACHER. Several competitive papers were sent in, and all of them were excellent. Three of the best were selected, and have been given to our readers. The prize, a complete set of George Eliot's works, has been sent to Miss Gardner. It has rarely been THE TEACHER's good fortune to give to its readers three articles of such practical value and merit as those on the subject of spelling which have appeared in the January and February numbers, and many teachers have expressed their high appreciation of them.

"COLLEGE ATHLETICS" is one thing, and has the heartiest approbation of everybody; "inter-collegiate match games of base-ball" is quite another thing, and is justly condemned and denounced by a very large majority of the best people of this country. These two things are not "one and inseparable," as some college athletes try to make it appear. There is as much difference between the two things as there is between playing a social game of whist in your home with your family and friends and playing poker all night in a gambling den where men are ruined for life, financially and morally. The one does not necessarily lead to the other among right-thinking people.

We have never yet heard of a single objection to college athletics, and do not believe that the slightest objection exists on the part of the public or the patrons of the colleges.

WE WANT ninety-six active agents for THE NORTH CAROLINA TEACHER during this summer. The journal is now so popular that it is very easy to secure subscriptions both from teachers and private citizens. Particularly is this now true as we give the elegant "Panorama of the World's Fair," comprising fifty five large elegant folio views, to every subscriber. Over eight thousand persons are now reading THE TEACHER every month, and we want to add at least five thousand readers to the honor-roll during the present year. If you desire to canvas and take subscriptions for THE TEACHER, please send in your name at once, with references, and a supply of sample copies will be mailed to you. Our commissions to agents are liberal.

ABOUT OUR TEACHERS AND SCHOOLS.

MISS IDA GREEN has a good school at Ellenboro.

MISS IDA DAVENPORT has a private school in Bethel.

MISS LIZZIE ARNOLD has a school at Swann's Station.

MR. J. M. HAMLIN is principal of the Academy at Brevard.

MISS JENNIE PRICE is teaching a school near Burnt Factory.

MISS BETTIE REGISTER is teaching at Keyser, Moore County.

MISS IDA SHIPMAN has an interesting private school at Clotho.

MISS KATE SESSOMS has a prosperous school in Chowan County.

MISS INA IVEY has a good school at Seven Springs, Lenoir County.

MISS GEORGIE M. BROWN, of Murfreesboro, is teaching near Jackson.

MISS ANNIE PATRICK of Kinston has taken a private school at Institute.

MISS BETTIE S. JOHNSON, of Greenville, has a good school near Grimesland.

MR. C. H. JAMES of Pitt County has a school of eighty pupils at Grindool.

MR. T. H. BRAME, A. M., has an excellent school at Mitchinor, Franklin County.

MR. J. W. HUGHES is principal of the High School at Rock Rest, in Bladen County.

REV. THOS. MYERS has just begun a very successful term of Mana Academy in Yadkin County.

THE NEGRO teachers in Northampton County receive higher average salaries than the White teachers.

REV. J. A. RAMSEY has been elected successor to Prof. R. K. Meade, deceased, as principal of the Male Academy at Hickory.

MR. W. H. RAGSDALE, who has been teaching at Greenville, has been elected County Superintendent of Pitt, to succeed Rev. H. Harding.

MR. H. BROWNING and his sister, Miss Etta Browning, have at East Bend one of the largest schools in western North Carolina. It is the Union High School.

THE BAPTISTS of western North Carolina are raising funds to buy the property of Judson College at Hendersonville in order to make it a denominational school.

THE *Wilmington Messenger* is calling for the establishment of a State Training School for Teachers. Several other influential papers in the State favor the proposition.

THE SCHOOL building at Cana, Davie County, was recently destroyed by fire, and the citizens have decided to put an elegant two-story building in its place in time for the fall term.

MR. OSCAR J. PETERSON, principal of the Clyde High School, has been called to the chair of mathematics in the North Texas Baptist University. Mr. Peterson is a graduate of Wake Forest College.

PROF. W. L. POTEAT of Wake Forest College delivered a most able and entertaining lecture in the Baptist Tabernacle at Raleigh February 20, on the subject, "The thirty silent years in the life of Christ."

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE at Raleigh has adopted a neat gray uniform for the students, and the contract for making them has been awarded to Messrs. Oehm & Co., Baltimore.

ROBESON INSTITUTE, Capt. John Duckett, principal, at Lumberton, has on its roll one hundred and sixty-three students for this term. At the close of the session, June 15, the annual address will be delivered by Ex-Gov. Thomas J. Jarvis.

THE RALEIGH MALE ACADEMY will, next fall, add military training to its course. The uniform will be the handsome Southern gray. This is one of the best preparatory schools in the South, and this new feature will add greatly to its present popularity. The boys are much pleased at the prospect of being young soldiers.

CAPE FEAR ACADEMY at Wilmington stands in the front rank among our best preparatory schools. The enrollment for the term is eighty-five boys. Prof. Washington Catlett is principal, and he has two assistants, Mr. E. P. Willard and Mr. E. S. Tillinghast.

COUNTY SUPERINTENDENT HOFFMAN, of Gaston, in his address to the Teachers' Association in February, made a statement which he declared to be as true as it was remarkable. He said that the colored teachers who came to him to be examined "exhibited aptitude in the study of physiology." He did "not know how to account for it, but on physiology and hygiene the colored teachers beat the white ones all out of sight."

OUR HISTORICAL CITY of Charlotte has one of the best systems of public graded schools to be found in the whole South. Prof. Alexander Graham, the able and energetic superintendent, has brought the schools to their present condition of efficiency and has firmly established them in the pride and love of the community. Professor Graham has made hundreds of strong personal friends at the sessions of the Teachers' Assembly, and he is now its First Vice-President.

THE ADMIRABLE REPORT of President Winston to the Trustees of the University shows the State's favorite institution to be in a most prosperous condition. This is exceedingly gratifying to every North Carolinian. The enrollment of students for this year is three hundred and eighty-five. The University was the first of our State institutions of learning. Its history is grand and glorious, and its greater usefulness should be promoted by the largest possible appropriation of public money.

THE METHODISTS of Raleigh have appointed a committee to arrange for the establishment of a high-grade college for Methodist girls at the Capital. The committee comprises some very active and influential citizens, and no doubt the school will be successfully established. There are now fourteen first-class schools and colleges in Raleigh, and it seems that the city is destined to be the great educational center of the Southern States. The Capital naturally has more advantages for educational institutions than any other locality, and our leading religious denominations are realizing this fact.

AT RECESS.

The books and slates now put away,
And let us laugh a little while;
For those who work there should be play,
The leisure moments to beguile.

A YOUNG woman of Virginia, who took occasion to correct the errors of speech of little negroes within hearing, recently received a request from a pickaninny for a small quantity of 'lasses.' "You must not say 'lasses,' Tom; you must say 'molasses,'" corrected his preceptress. "W'at does I want to say 'Mc' lasses' soh?" replied the innocent. "I hain't had *none* yit!"

A SCHOOLTEACHER who had been telling the story of David ended with, "And all this happened over 3,000 years ago." A little cherub, its blue eyes opening wide with wonder, said, after a moment's thought, "Oh, dear, sir, what a memory you have got!"

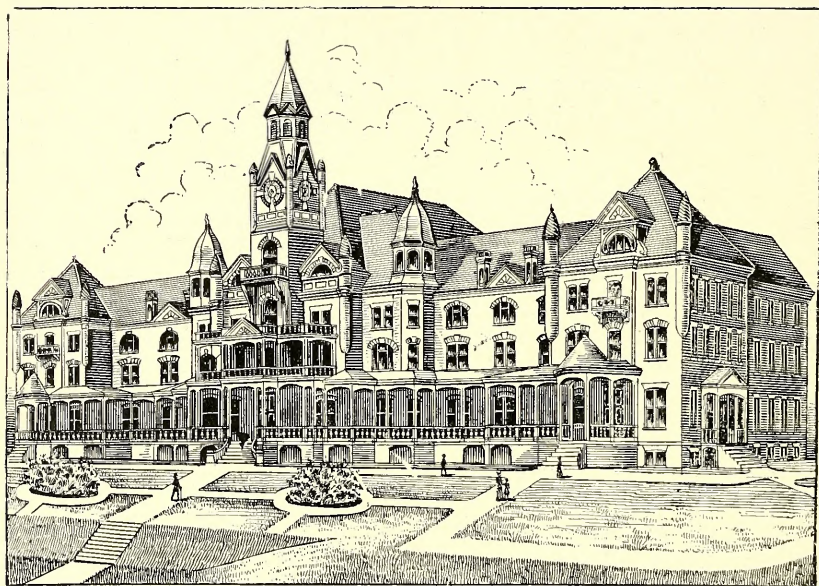
THE FOLLOWING was overheard between a college student and his best girl, to whom he had just presented a bouquet: "Oh, Will, what lovely flowers! They look as if they had just been gathered. Why, there is a little dew upon them." Will (slightly embarrassed), "Not a cent, I assure you, not a cent."

IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost loved ones will be found again."

MISS ANNIE MOORE, a teacher in Duplin County, died at the home of her father on February 14, in the twenty-seventh year of her age.

MRS. MARY HEMENWAY, a noted philanthropist, died at her home in Boston early in March. She is most kindly known in North Carolina as the founder of the Hemenway School at Wilmington, of which Miss Amy Bradley is principal. She was the widow of Augustus Hemenway, who died some ten years ago, one of Boston's greatest business men. Endowed with the fortune he left she became possessor of \$15,000,000. She was interested in a number of schools in the South.



NORTH CAROLINA SCHOOL FOR THE DEAF AND DUMB,
MORGANTON, N. C.

Length of Main Building 256 ft.; Depth through center 160 ft.; Height to top of Clock Tower 120 ft.

THE NORTH CAROLINA TEACHER.

VOL. XI.

RALEIGH, MAY, 1894.

No. 9.

EUGENE G. HARRELL,

= = = =

Editor.

LET HIM PERSEVERE!

He had spent long years in college, and acquired all kinds
of knowledge,

From smoking cigarettes to reading Greek,
And it was said by many that in Hebrew, Eskimo and Latin
With the accent of a native he could speak.

He knew every modern science, and for every new appliance
He was able some new improvement to suggest;
And from bending on a hawser up to criticising Chaucer,
Of all the greatest minds he was abreast.

He was charmed with hydrostatics, and in higher mathe-
matics

Not a thing to stump him could he find;
And to prove a line's direction or bisect a conic section
Was but as relaxation to his mind.

But he saw a little maiden, after all this store he'd laid in,
The most inviting problem he had met,
And he felt it in his mission to employ his erudition
To solve this most perplexing question yet.

So without a bit of shirking he has ever since been working
On the problem, with an ardor that ne'er tires;
Yet with all his application, to his great and deep vexation,
He cannot get the answer he desires.

—*New York Sun.*

SOME HISTORICAL LIES.

FALSEHOODS THAT HAVE LONG BEEN BELIEVED.

Number 2.

North Carolina teachers seem to have been specially interested in these articles on "Historical Lies," judging from the many kind and approving letters we have received, and we believe that much so-called history will be corrected in future by our schools. We are preparing another article of corrections with direct reference to our own times, and to the affairs of the War for Southern Independence wherein the South has been grossly, and sometimes maliciously, misrepresented. We will be glad to receive suggestions from any of our readers along this line.

The existence of the Colossus of Rhodes is considered by some historians extremely doubtful. There is no evidence that the ancients were able to cast pieces of metal of such size as must have entered into its composition.

The blood of Rizzio, Mary Stuart's favorite, cannot be seen on the floor where he was murdered by Daruley and the other conspirators. What is seen there is a daub of red paint, annually renewed for the benefit of gaping tourists. The North Carolina teachers denounced the fraud on their visit to Hollyrood Palace in 1889.

The pass of Thermopylæ was defended, not by 300, but at least 7,000 Greeks, or, according to some writers, 12,000. The 300 were the Spartan contingent, who showed no more bravery on that occasion than their companions in arms from other Greek States. The Confederate soldiers, in the War for Southern Independence, many times exhibited greater heroism and bravery than the "famous three hundred."

Mary Stuart of Scotland was not a beauty. She had cross-eyes, and to save the trouble of having her hair dressed cut

it off close to her head and wore a wig. When, after her death, the executioners lifted her head to show it to the people the wig came off, and displayed a close-cropped skull covered with gray hair.

Queen Elizabeth was not the angelic creature represented in the histories and poems of her own times. Her hair was red, her temper red hot. She sometimes drank too much, and at any provocation would carry on and "swear like a trooper." She frequently raved at her maids, and sometimes kicked and pinched them.

Nero was no monster. His mother, Agrippina, was not put to death by his order, nor did he play upon his harp or "fiddle" and sing the "Burning of Troy" while Rome was on fire. Our knowledge of him is gained from Tacitus, who hated him, and from Petronius Arbiter, who was put to death for conspiring against him.

Hannibal did not send three bushels of gold rings plucked from the hands of Roman knights killed on the field of Cannæ back to Carthage as evidence of his victory. The messenger who carried the news back to the Carthaginian Senate, on concluding his report, "opened his robe and threw out a number of gold rings gathered on the field."

William Pitt did not use the expression, "The atrocious crime of being a young man." The words were used by Dr. Johnson, who was not present, but wrote a report of the speech from an abstract given him by a hearer.

Worshipers are not crushed by hundreds under the wheels of the car of Juggernaut. The car has not been taken out of the temple for many years, and such deaths as formerly occurred were exceptional or purely accidental. Sometimes a religious crank would throw himself under the wheels, just as some plunge over Niagara Falls.

Columbus did not make an egg stand on end to confute his opponents. The feat was performed by Brunelleschi, the architect, to silence critics who asked him how he was going to support the dome of the cathedral of Florence.

Constantine the Great was not a saint. He murdered his wife, one or two of his sons, and a considerable number of other relatives. He was a Christian only in name, and seems to have known little or nothing of the religion he professed. His whole life was an hypocrisy and a fraud so far as religion is concerned.

Philip III. of Spain was not roasted to death by a roaring fire because court etiquette forbade anyone to come to his assistance. He died a natural death, and the same story is told of a dozen different monarchs who were sticklers for ceremony.

The hanging gardens of Babylon did not hang, nor were they "gardens." They were terraces supported by arches and overgrown with trees. They were erected for the amusement of a Babylonian queen who had come from a mountainous country.

Charles IX. did not fire on the fleeing Huguenots from the window of the Louvre during the massacre of St. Bartholomew. On the contrary, he was frightened almost to death by the reports of the guns, and spent the time in weeping and wringing his hands.

The siege of Troy was mostly a myth. According to Homer's own figures, if there ever was such a man as Homer, Helen must have been at least sixty years of age when she first met Paris, and even in the heroic period of the world women of that age were a trifle *passée*, and were not likely to excite the tender passion to so great achievements.

Louis XVI. did not behave with overwhelming dignity at his execution. On the contrary, he screamed for help, struggled with the executioners, and begged piteously for mercy. Nor did the attendant priest say, "Son of St. Louis, ascend to heaven." The expression was used for him by a Paris newspaper, whose editor was not even present on the occasion, but who was hiding for his own safety.

Sappho, the poetess, was not a wanton beauty, nor did she throw herself from the Leucadian cliff to be cured of an unworthy love. The latest investigations prove her a respectable married woman of advanced age, with a large family whom she raised with as much care as a Greek matron usually gave her children.

The army of Xerxes has always been greatly overestimated by historians. Commonly computed at 5,000,000, the best evidence goes to show that, camp followers and all, it did not exceed 1,000,000, the increase being due to the natural inventiveness of the Oriental imagination and to the vanity of the Greeks, who prided themselves on having defeated its numbers. His "thousands of ships" numbered only 1,200 to begin with, and of these, 400 were lost in a storm, so that he reached the coast of Greece with about 800. The entire fleet was not equal in effectiveness to one of our American men-of-war of the present time.

FOR OPENING EXERCISES.

Mr. Charles Dudley Warner, a famous writer, once wrote the following story:

"If I owned a girl who had no desire to learn anything, I would swap her for a boy. If then the boy did not desire to learn I would trade him off for a violin or a Rockwood vase. You could get something out of a violin, and you could put something into the vase. The most useless of things is that into which you can put nothing and from which you can get nothing. The boy or girl who has no wish to know anything is the one and becomes the other."

The boy who doesn't care what other people think of him, or whether he amounts to anything or not, is in a very bad way indeed. In the first place it shows a lack of

pride. Now there are two kinds of pride—the true and the false. False pride is that kind which makes a boy ashamed to carry the market basket for his mother; ashamed to wear old clothes when his father can't afford him any better; ashamed to say "no" when he ought; and ashamed to ask questions that he ought to know about but doesn't. A boy who is all that is very likely to argue "what's the use" when he is advised to stick to his studies, to be thorough in his work and conscientious in all his dealings.

There was once a little boy who became interested in earthquakes, and he asked questions of everybody on the subject of earthquakes, until he was old enough to read about them himself. Then he became so interested in the subject that he began to study the cause of the disturbances; from that he went into the study of electricity, and began to study machines, and finally learned to put up electric wires and bells. Before he was old enough to go to the high school he was able to earn a lot of money doing these things, and had several men working under his direction. That boy was too proud to go through life without learning something of the world he lived in. The golden rule that should guide a boy through life is "whatever you do do it well."

One of the richest men in the country gives the following advice as to the road to success:

"I want to impress upon you boys the necessity of punctuality. If you engage to do anything at a certain day or hour do not fail to do it. And if you find you cannot, notify the person you have promised so that they will not be disappointed. I regard punctuality as one if not the very cardinal rule of a successful business career. In the store or shop be promptly on hand the very moment you are expected to be there, and do not hurry off in the evening before the proper time. Boys who work by the clock are

soon found out, and are not generally in demand when promotions are to be made and salaries increased.

"Cyrus W. Field once told me that he considered half of his success in life to be due to his punctuality. He was always at his office at the very minute each morning, and if he made an appointment to talk business to a man, he never failed to keep it.

"I have made thousands upon thousands of dollars by being on hand at the right moment, and I consider punctuality as strong a point in a business man's favor, as—well, it is second only to honesty.

"Once that your employer understands that you are faithful in getting to work at the hour he has engaged you to begin, he will have more confidence in you, and your chances of promotion will be far better than those of the boy who sneaks in a half hour late each morning with some poor excuse for his tardiness."—*Wisconsin Journal of Education*.

[FOR THE NORTH CAROLINA TEACHER.]

DR. BEN. FRANKLIN'S CONSERVATISM.

BY N. S. SMITH, STONEVILLE, N. C.

In a letter to Noah Webster, Jr., in 1789, acknowledging the reception of a complimentary copy of his "Dissertations on the English Language," which the author had dedicated to him, Dr. Ben. Franklin offers some objection to changes which were being made in the use of words, and also to the coinage of new words. He also requests Mr. Webster, in a future publication, to discountenance their use. The first word to which Dr. F. called Mr. Webster's attention was the word "improved," which was, in New England till 1723, used only in the sense of "ameliorated" or "made better." After that date it was used in the sense of "em-

ployed," very much to Dr. F.'s disgust. In the sentence, "My house has been improved as a hotel for many years," the word "improved" was used in the sense of "employed." We, now, in such a sentence, discard both "improved and employed," and write "used." (We find, however, that Mr. W., in his Unabridged Dictionary, gives authority for the use of the word in this objectionable sense.)

It seems from Dr. F.'s letter that many words now used as verbs were not in existence prior to the revolution. We had no such verbs as "notice," "advocate," "progress." The last he characterizes as awkward and abominable. The wonder to us is how our forefathers got along without these, to us, indispensable verbs. He does not state in what sense the word "opposed" was used in his day, but it would have grated very harshly on Dr. Franklin's ears to have heard such an expression from any of his colleagues as "I am bitterly opposed to this measure."

I think our language has been very much enriched by such words, Dr. F. to the contrary notwithstanding.

Dr. Franklin's idea evidently was to confine words to their literal meaning, especially words derived from the Latin or the Greek. This would have narrowed the language down so that metaphysical speculation would have been almost impossible, and would have very much fettered the imagination. By the figurative use of words the most subtle shades of thought can now be pinioned to the page, with an ease and facility unknown in the last century. An instance of the figurative use actually superseding the literal is found in 4th chapter Thess., 15th verse: "We which are alive and remain unto the coming of the Lord, shall not *prevent* them which are asleep." The word "prevent" here is used in the sense of "go before" or "take precedence of." With the definition "hinder," which now attaches to the word, there is no meaning to the passage.

It is amusing to read Dr. F.'s strictures on the substitution of the short "s" for the long "s" in the body of a word. "Certainly," says Dr. F., "the omitting this prominent letter makes a line appear more even, but renders it less immediately legible; as the paring of all men's noses might smooth and level their faces, but would render their physiognomies less distinguishable." It seems that Dr. F. never for once noticed the similarity of the long "s" to the letter "f" as printed, and that for that reason alone was its use discontinued.

In imitation of the German, the real mother of our English, between the Restoration and the accession of George II. to the throne of England, our substantive, or rather nouns, were all commenced with a capital. Prior to 1789 the capitals were discarded, and retained only in proper nouns. This innovation, Dr. F. thought, injured the sale of our books in foreign countries, as it made them more difficult for foreigners to read.

The conservatism of such men as Dr. Franklin, who wished to preserve our vernacular from change, finds a parallel in the efforts later to prevent internal improvements; as also in the churches of to-day which absolutely refuse to substitute the far more accurate New Version of the Bible for the Bible of King James. So great has been the coinage of new words, and so many additions have been received from all over the habitable globe, that we doubt whether Dr. F., if he could revisit us, could read a column in a well edited country newspaper and comprehend its meaning.

While this multiplication of words has continued, now and then it is true a word becomes worn out, obsolete and like an old hoe is put with the rubbish in the garret. The lexicographers, however, each wishing to commend their work by mustering the largest number of words, pick up all these old disused words and give currency to them by incorporating them in the latest edition. Thus it is now

claimed that we have upwards of 180,000 words! Addison needed only about ten thousand, and Shakespeare fifteen thousand. Would it not be well to have a convention of the Literati and Literatæ and have censors appointed for each State, whose *ipse dixit* shall consign to the realms of oblivion all obsolete and badly coined words.

[FOR THE NORTH CAROLINA TEACHER.]

THE OAK.

BY DR. C. ALPHONSO SMITH, BATON ROUGE, LA.

Apropos of the oak's being chosen as the North Carolina State Tree, it may not be inopportune to call attention, though perforce in a scrappy way, to the early history of this forest monarch. I wonder if this choice on the part of the school children of North Carolina is not the old Teutonic instinct reasserting itself after a sleep of well-nigh two thousand years. Is it not Rip Van Winkle coming to his own again?

Long before our Teutonic ancestors left the swamps of Germany for the more congenial slopes of England, they had their sacred trees, and woe to him who, through ignorance or design, cut one of them down. The grove was the temple, and boundary lines were marked by the oak, ash, beech, thorn, elder or birch. But of all trees the oak was to the old Teuton the dearest and most sacred. Doubtless its wide-reaching roots and limbs spoke mysteriously to him of power, while the lisp of its leaves appealed to that lyric and sylvan instinct that in after years was to find its avatar in William Woodsworth.

Then, too, the oak gave acorns to the swine, and (admit it we must) to the swine's owner as well. Jacob Grimm tells us that careful legal provision was made for acorns that

fell into a neighbor's ground. May I correct here the erroneous but widespread notion that *acorn* means the *corn of the oak*? The Anglo-Saxon word for *oak* is *ac*, but the coincidence between *ac* and the first syllable of *acorn* can be easily shown to be accidental. The word was originally spelled *æcern*, and was an adjective meaning whatever *pertained to the acre*, *i. e.*, fruit of any sort.

The older ballads contain numerous allusions to the sacredness of the oak. Thus in *Glasgerion* we read that

“Glasgerion swore a full great othe,
By *oake* and ashe and thorne:
‘Lady, I was never in your chamber
Sith the time that I was borne.’”

Perhaps the fact that the dead were often buried beneath oak trees may in part account for the function performed by these trees in early Germanic rites. In Hebrew History (Genesis xxxv, 8) we are told that Deborah, Rebekah's nurse, “was buried beneath Bethel, under an oak; and the name of it was called Allon-bachuth,”—which means “the oak of weeping.”

The oak was dedicated to the thunder-god Thor, or Thumor, as our Anglo-Saxon forefathers called him. His day was Thursday, which is still the traditional lucky day for weddings in Scandinavia, and very justly so, when we consider that it was Thor's hammer which hallowed the bride.

One of the greatest obstacles to the spread of Christianity among the Germans in the eighth century A. D., was their stubborn superstition in regard to the oak tree. When Boniface, the great English apostle to the Germans, determined to cut down one of these sacred oaks in Upper Hesse, our pagan kinsmen, surrounding him and his workmen, cursed them as national enemies. But Boniface was not to be overawed, well knowing that every stroke of the

axe was a blow at the central stronghold of Teutonic heathendom. He was rewarded by seeing the huge tree, seemingly of its own accord, totter, fall and break into four large fragments of equal bulk. Of these Boniface erected a church, and paganism

“ Sighing through all her works, gave signs of woe,
That all was lost.”

But I cannot persuade myself that there were not elements of good in the old Teutonic tree-cult. Such a worship brought its votaries into close contact with out-of-door nature in her most winsome form, and such contact must have been then, as it is now, full of solace and ennoblement.

Does not Bryant remind us that

“ To him who in the love of nature holds
Communion with her *visible forms*, she speaks
A various language ” ?

What was narrow, then, in the old worship let us put away; what was quickening, let us cherish.

“ Then here's to the oak, the brave old oak,
Who stands in his pride alone!
And still flourish he a hale green tree
When a hundred years are gone! ”

—H. F. CHARLEY: *The Brave Old Oak*.

NUGGETS OF THOUGHT.

A KIND “ Good night ” is as important as a courteous “ Good morning. ” —*Margaret H. McCarter*.

AS IS THE superintendent so are the teachers, and consequently the schools. —*State Supt. O. E. Wells, Wisconsin*.

ORDINARILY, the mind which is not aroused in school goes dormant to the end. —*State Senator Edwin Taylor, Wyandotte Co., Ks.*

THE NEW STATE SCHOOL.

We present to our readers an excellent view of the new building of the North Carolina School for the Deaf and Dumb at Morganton. The Legislature of 1891 passed the law creating and establishing this school.

The building is a brick structure (designed by Mr. Bauer) modern in its appointments. It will accommodate two hundred and fifty children. Mr. Goodwin, Superintendent of the school, says there are over six hundred children in the State of school age, more than half of which number have never been in any school. The crowded condition of the Institution for the Deaf and Dumb and the Blind at Raleigh has limited the number to be admitted to a very small per cent. of those entitled to enter.

The school at Morganton will give prominence to industrial education, thereby preparing a boy to earn his own living, and go out to compete with his hearing brother. The boys will be taught printing, carpentry, shoe manufacturing, farming and gardening, while the girls will be taught painting and industrial drawing, needle art work, millinery and general household work.

The building is situated just outside the town, on a beautiful hill-farm of two hundred and twenty acres. Much of the supplies will be produced on the farm, and thus support the school at the smallest possible expense to the State.

The school has an abundant supply of good water from a system of "gang wells."

At a recent meeting of the Board, Mr. E. McK. Goodwin, of Raleigh, was elected Superintendent; Capt. George L. Phifer, Treasurer and Steward; Mrs. Mary B. Malone, Matron, and Mrs. C. S. Jackson, Assistant Matron; Mr. Walter J. Matthews, a graduate of the Agricultural and Mechanical College, was elected Engineer; Miss Anna C.

Allen was elected Chief Instructor in the Oral Department, with Miss Eugenia Welsh to assist her. Messrs. D. R. Tillinghast, Z. W. Haynes, J. C. Miller and Otis A. Betts and Mrs. Laura A. Winston were elected teachers in the Manual Department.

The Institution will open this fall, and North Carolina should be proud of all such noble charitable institutions as the State has established for her afflicted children. Those who know of deaf children in the State should assist them to enter this school.

CHINA AND AMERICA.

On the globe China and America are nearly opposite to each other, and many of the customs of the two countries are also directly opposite. This is the way the Chinese do things:

The men wear skirts and the women trousers.

The men wear their hair long and the women wear it short.

The men carry on dressmaking and the women carry burdens.

They begin dinner with dessert and end with soup and fish.

Their compass points to the south instead of the north.

They launch their vessels sideways and mount their horses from the off side.

Books are read backward, and what we call foot-notes are inserted at the top of the page.

Their surname comes first instead of last.

They shake their own hands instead of the hands of those whom they would greet.

The written language of China is not written and the written language is not spoken.

They dress in white at funerals and in black at weddings, while old women always serve as bridesmaids.

IN THE SCHOOL-ROOM.

OUR CONFEDERATE DEAD.

FOR DECLAMATION.

BY THOMAS W. MASON, RALEIGH, N. C.

Shall we say of the Confederate soldier that he died in vain? Shall we say of his mighty struggle that it has no higher meaning than defeat? Shall we stand above his grave and declare that all was lost but honor? From the smoking altar of his sacrifice, is there no incense to virtue? Does the world bless him only who wears a crown of laurel? Is there no beauty on the brow that wears a crown of thorns? Were the oracles of God lost to men when his chosen people passed under the yoke of Rome? Were the laws and language of Rome lost to the world when the Goth struck down her Eagles? Was Cromwell lost to Britain when the Stuart came back to her throne?

The Confederate soldier has not died in vain. History will tell the story of his death and passion, that men may be lifted up by the example of his devotion to the memory of his father.

If they did not die in vain who fell at Moore's Creek Bridge, at King's Mountain, at Guilford, at Germanton, at Brandywine, at Princeton—then their sons did not die in vain who fell at Bethel, at Manassas, at Richmond, at Sharpsburg, at Fredericksburg, at Chancellorsville, at Gettysburg, and on every field, where they sealed with their blood the covenant made with their fathers that this should be a Union of Sovereign States, with a government of expressed powers limited by the letter of the written compact.

For this covenant they died. That no sinful hand might be laid upon it, they took up arms. That no jot or tittle of it might fail, they drew the sword. The cause for which they died is not the lost cause of a dead Confederacy, but it is the vital cause of a living Union, its soul and strength, its only hope of future life, and without which it will dissolve and pass away like the smile of a dream upon the wrinkled face of Time.

The Confederate soldier has not died in vain. The lesson he has left us is the only counsel that can save the life of our Union. When history shall call the names of those who have been truest to their trust in the ranks of war, the men of the Gray Union will uncover to their names and take their places in the world's Legions of Honor.

My brothers, the memory of your comrade will not fade. In the twilight of the years to come, it will be as the luminous star which led the eastern worshipers where a new life had come to abide among men long enough to teach them how to live like heroes and die like martyrs.

The daughters of North Carolina will point our children and our children's children to that star. They will never turn their faces from the Confederate soldier. They gave you your battle flags wet with the dew of their tears, and in that sign and with their prayers you made the name of North Carolina noble. With each returning springtime the grave of your comrade blooms out afresh as they lay their hands upon it. They have embalmed his memory in stone. They have given you a token of their love that shall not fail. Let us lift up this token of their love, my brothers! The light of the morning will bless it; the glory of the evening will hallow it; the patient stars will watch over it, and the calm face of our comrade will teach us courage for the day and hope for the morrow.

Ye men who wore the Gray, you have been brave in peace as you were strong in war. You have lifted North

Carolina up in your arms, and made her as true to our Union as the bride is true to her marriage vows.

By your patience, peace and order and hope are ours. Elsewhere in our Union there is trouble. Social disorder vexes the son of the patriot, and the cry of distress pains the heart of him who loves his fellowman. Teach others the lesson of your patience. Teach them to right the wrong, as you have done, by the wisdom of the law and the purity of its administration. Teach them to be true, each to his sovereign State, as you are true to North Carolina. And, by this shrine which her daughters have consecrated with their love, let us to-day renew our vows to our Sovereign Queen, the brightest jewel in whose crown is the memory of her soldiers whom she gave to the Confederacy.

SOME WORDS THAT ARE NEEDED.

The American language is about as perfect as a language can be, and yet there is great need for a number of new words. What can you suggest for the following deficiencies?

American girls have been getting engaged for centuries, but we have no refined word to correspond to the French *fiancee*.

The American language has no pronoun of common gender, third person, singular number. We are now compelled to say "Each boy and girl must have *his* or *her* lesson ready." This is an excruciatingly awkward expression, and should not be longer tolerated by our grammarians.

Our language needs a "complimentary address" in letters to unmarried women as the counterpart of "Dear Sir." The address, "Dear Miss," is without sense or meaning, and should never be used, while "Dear Madam" (although allowable in writing to single women) is awkward and objectionable.

THE TEACHER'S FAREWELL.

BY IRA EAKIN.

Farewell, my little boys and girls,
Our winter's work is done.
Six months of weary toil are o'er,
Vacation is begun.
I've tried to take you by the hand,
And help you all I could;
And lead you on in wisdom's way,
And teach you to be good.

Now put in practice what you've learned
While here attending school,
And study well your Bibles, don't
Forget the Golden Rule.
Be good and kind to everyone
With whom you chance to meet:
The highest stage of manhood may
Be trodden by your feet.

TO BE DESPISED.

There are some people in almost every community who are habitual tattlers. They are always wide awake for gossip and, frightfully distorted, they regale it at every opportunity and on every occasion where it may produce a coldness among neighbors. When one of these trouble breeders unloads his venomous tongue to you, pay his stories no attention until you have carefully inquired in regard to the matter of some one whom you know to be truthful. You cannot afford to discard an old friend upon the word of a tattler. Despise a tattler and mischief maker as you would a viper.

WHAT THEY SAY.

[These quotations may or may not represent the editor's sentiments. They are merely the sayings of the day.]

LUCY WHEELLOCK, Boston: Knowledge is valuable only as it is translated into conduct.

RICHARD G. BOONE, Ypsilanti, Mich.: Teachers stand about as high as their supervising officers.

SUPT. T. M. BALLIET, Springfield, Mass.: The chief purpose of teaching reading is to enable children to grasp *quickly* the thought of the printed page.

STUB ENDS OF THOUGHT.

Public opinion is a tyrant and a coward.

Absolute contentment is absolute rest, and absolute rest is annihilation.

Some faces are constant reminders of a bow of black ribbon on the knob of the door.

A man with one bad habit always has two—the habit itself and the habit of lying about it.

Public sentiment is a manufactured product.

THE POPULAR MAN.

The popular man is a conservative cipher; a compound of selfishness and good nature. And the more popular he is the less he does for the public. The man of deeds loses popularity with each performance, for sharp contact with an opponent and his overthrow begets enmity.

North Carolina Teachers' Assembly.

ORGANIZATION 1893-'94.

F. P. HOBGOOD (Oxford Female Seminary), President, Oxford.
 ALEXANDER GRAHAM (Graded Schools), First Vice-Pres't, Charlotte.
 EUGENE G. HARRELL (Editor N. C. TEACHER), Sec. and Treas., Raleigh.
 MISS MAMIE ROBBINS, Director of Music, Raleigh.
 MISS LULA HOLDEN, Assistant Director of Music, Raleigh.
 MISS RACHEL C. BROWN, Stenographer, New Bern.

EXECUTIVE COMMITTEE:

F. P. HOBGOOD, Chairman (President Female Seminary), Oxford.
 EUGENE G. HARRELL, Secretary (editor N. C. TEACHER), Raleigh.
 J. M. HORNER (Superintendent Horner School), . . . Oxford.
 B. F. SLEDD (Wake Forest College), . . . Wake Forest.
 M. C. S. NOBLE (Superintendent City Schools), . . . Wilmington.
 GEORGE A. GRIMSLEY (Superintendent City Schools), . . . Greensboro.
 E. A. ALDERMAN (University North Carolina), . . . Chapel Hill.
 C. B. DENSON (Associate Principal Male Academy), . . . Raleigh.
 E. P. MOSES (Superintendent City Schools), . . . Raleigh.

COUNSELLORS:

Each County Superintendent in North Carolina.

ELEVENTH ANNUAL SESSION:

Morehead City, N. C., June 19 to July 2, 1894.

CONSTITUTION OF THE TEACHERS' ASSEMBLY.

NAME.

This body shall be known as "The North Carolina Teachers' Assembly."

OBJECTS.

The objects of this Assembly shall be to enable the teachers and friends of education to meet for discussion of educational questions; to give them an opportunity of hearing the opinions and methods of distinguished specialists in the various departments of the teachers' work; to aid teach-

ers in securing situations, and to afford the means of combined action in obtaining such educational legislation as the best school interests of the people of the State may demand.

ORGANIZATION.

The officers of the Assembly shall consist of a President, nine Vice-Presidents, Secretary and Treasurer, and an Executive Committee consisting of the President, Secretary and seven other male members.

ANNUAL MEETING.

The annual sessions of the Assembly shall be held at Morehead City, in the Teachers' Building, on the second Tuesday in June, and to continue two weeks, unless otherwise ordered by the Executive Committee for the greater interests of the Assembly.

ELECTION.

The President, First Vice-President, Secretary and Treasurer shall be elected by the Assembly; and the Executive Committee shall be appointed by the President, First Vice-President and Secretary. No person shall be eligible to the office of President for more than one year in succession. All officers shall be elected on the last Friday of the session, and shall assume their respective duties on the first day of January following.

DUTIES OF OFFICERS.

The President, Vice-Presidents, Secretary and Treasurer shall perform the duties usually devolving upon those officers. All funds are to be collected by the Secretary and Treasurer, for which he shall receipt, the same to be disbursed by him upon the order of the President; vouchers for all money expended being carefully kept by the Treasurer, and placed in the hands of the Executive Committee with his annual report.

EXECUTIVE COMMITTEE.

It shall be the duty of the Executive Committee:

1. To have entire control of the affairs of the Assembly when the body is not in session, and to appoint the time and place for holding the annual meetings.
2. To hold as trustees and directors all the property of the Assembly.
3. To audit the accounts of the Secretary and Treasurer.
4. To have charge of all matters relating to membership and programme. It shall be the duty of this committee to meet at least once in each year, while the Assembly is not in session, at such time and place as the chairman shall designate, to consider the interests of the Assembly and transact such business as may be necessary. The traveling and other necessary expenses incident to these meetings of the committee shall be defrayed by the Assembly.

COUNSELORS.

The County Superintendents of Public Instruction of the respective counties shall be Counselors. In case of refusals or neglect to act, the President and Secretary shall select other suitable persons and appoint them Counselors.

MEMBERSHIP.

It shall be the duty of Counselors to report to the Executive Committee the names of persons whom they recommend for membership from the following classes: Teachers, persons who are actually preparing to become teachers, school superintendents, members of school boards and ministers of the gospel, who shall be entitled to full membership, and to whom the Treasurer or Secretary may, upon payment of the dues, issue certificates. Other friends of education, not actually engaged in school work, may be received as associate members after recommendation by the Counselors, upon the payment of the same fee required of active members, and they may enjoy all the rights and privileges of membership accorded to other members, except

the right to vote. Members of the State Board of Education, County Superintendents and editors of the State Press shall be entitled to all the privileges of membership without the payment of the annual fee. The Certificate of Membership for the current year shall be necessary to obtain reduced fare on railways and at hotels and all the other privileges of the Assembly. Any teacher or friend of education may become a life member upon application as for annual membership, the fee being for males \$25, and for females \$15.

DUES.

The only dues collected by the Assembly shall be an annual fee of two dollars from male members and one dollar from female members, and these fees are due January 1 of each year. The fund so raised shall be used according to the direction of the Executive Committee.

QUORUM.

The presence at any meeting of thirty members shall be necessary to constitute a quorum.

AMENDMENTS.

Amendments to this Constitution shall be offered in writing to the Executive Committee, who shall, with their approval or disapproval, report such amendments to the Assembly. After lying over for one day, said amendments may be voted upon, and if adopted by a two-thirds vote of the members present, shall become a part of the Constitution.

GO TO THE ASSEMBLY in June and carry your friends with you. The trip will be full of enjoyment for all.

DON'T LET anything reasonable keep you from the Assembly this summer, for you will find it the most pleasant and profitable session in its history. The programme is all that could be desired and nearly every prominent teacher in the State will be present.

ATTENDANCE upon the Assembly this summer will be of even more practical benefit than ever before. Every subject to be discussed has been chosen with special reference to its value to the ambitious and progressive teacher.

IT DOES not take pupils long to find out whether or not their teachers attended the Assembly. This great meeting gives a teacher an indescribable vivacity and inspiration that other teachers do not possess, and no one will notice this so quick as a pupil.

EVERYTHING indicates a grand session of the Assembly, such as will give pleasure and profit to the thousands of teachers and their friends who will gather at Morehead City in June. You must try to be present on North Carolina's greatest occasion of the year.

THE BROCKMAN CONCERT CLUB, of Greensboro, will give one of their charming entertainments in the Assembly Hall on June 23. This is said to be one of the most enjoyable musical feasts to be anywhere found, and it will have a thoroughly appreciative audience at Morehead City.

THE NORTH CAROLINA TEACHERS' ASSEMBLY is the largest State organization of teachers in the world. Do you realize this? It is a fact, and is clearly proven by the official records and statistics. Surely North Carolina has ample cause to be very proud of her great Teachers' Assembly.

THE ASSEMBLY HALL will be furnished with an elegant piano and organ during the session by the popular music house of New Bern, Messrs. A. Cohn & Co. These gentlemen have kindly supplied the Assembly with the very best of instruments for three years and they have added greatly to the pleasures of the sessions.

IT COSTS you about one dollar a day at Morehead City during the session of the Assembly, and the time is worth to you more than ten dollars a day. You return from the Assembly with new ideas, new hopes, new encouragement,

new ambition, new zeal, new life, new methods, new enterprise, new love for pupils, and new assurances of success in the "honored calling."

THE ASSEMBLY TEACHERS' BUREAU will be a very popular and prominent feature of the work at this session. It will also be more valuable than ever before, as many applications are already on file from principals and school officers desiring teachers and assistants for the fall term. It is intended to make the Bureau of the greatest possible benefit to all members of the Assembly, and every effort will be made to secure a good school for every teacher and a good teacher for every school. Persons desiring teachers or schools should report to the Teachers' Bureau as soon as they arrive at Morehead City, in order that the application may be properly recorded.

THE *Washington Post* is exceedingly popular in North Carolina, and its many friends among the teachers will be pleased to see the following kind words appearing in a recent issue in the *Post* in regard to educational affairs in this State:

EDUCATION IN THE SOUTH.

The Teachers' Assembly of North Carolina, which is said to be the largest educational organization in the United States, will hold its eleventh annual session at Morehead City for the fortnight commencing June 19, and we are informed by President Hobgood, of Oxford, and Secretary Harrell, of Raleigh, that the work of the coming meeting promises to be of unprecedented interest and value—"the largest and best" in the history of the Assembly.

Engagements have already been made with a number of the best educators of other States to be present, and the friends of education generally, North and South, will undoubtedly be present in large numbers, to encourage by their attendance and counsel and influence the progress of the cause of public instruction in that section of the country.

North Carolina is doing remarkably well with her school system and overcoming the hindrances and embarrassments that formerly stood in the way of its best development. The reports of the Teachers' Assembly this year will, in all probability, show that the Old North State is still rapidly gaining in the number and efficiency and scope of her common schools, or, if otherwise, that it is not the fault of their admirable corps of instructors.

EDITORIAL.

"Carolina! Carolina! Heaven's blessings attend her,
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her."

AMERICAN MUSIC FOR AMERICAN GIRLS.

When, O, when will the presidents of our American female colleges hearken to the just demands of our American audiences and give us a programme of American music! We have carefully examined the concert programme of about sixty schools for girls this summer, and we find nothing but German compositions for American audiences who understand this German music (?) about as well as they do the German language. Have we no music in America? Is nothing good unless it comes from Germany? Please let us have something that is American, although it may not be quite so good as the foreign product. If our girls are taught music for the pleasure of the home and the entertainment of their friends, then for humanity's sake let their musical training be American and not German. In the average audience attending a school concert there will be not more than eight or ten persons who understand the German language or German so-called music: then why is the programme prepared for these eight or ten persons instead of for the four or five hundred other persons who do not know the German language or German music, but who can understand and enjoy American music which "has a tune to it"? The average girl who plays her concert piece

after long months of special practice does not understand it, and perhaps will never again play it, either at home or for her friends. If America has produced no reputable composers of music, then we have no music-loving people, and, therefore, our girls need not be trained in music. This would seem to be the logical conclusion after examining the programme of the commencement concerts of our female schools. But we do not admit any such proposition. The average Americans love music and want their daughters taught to make music in the home, but they are patriotic enough to believe that American music is good enough for Americans, and they further believe that there are American compositions for their girls which are far superior to the German, and more musical than any of the foreign productions which have monopolized school programmes and tired American audiences for so many years. If there is no music except what is foreign and no one except a foreigner can teach girls to play the piano, then all our girls should be sent to Germany to take their music lessons. The idea is absurd, and yet it is in keeping with the thoroughly foreign character of the piano playing that is given to the public at most of our school commencements. There is need for musical reform and this is the time for the reform, and we are glad to note that many of our leading schools for girls now have only Americans in their musical faculties.

WE EARNESTLY request you to send to us for publication brief notes of every educational meeting that may be held in your county.

WE HAVE been often asked "Why will not students of the University enter collegiate oratorical contests or literary debates with other colleges, while they are very willing to enter intercollegiate games of foot-ball or base-ball?" We do not know.

TEACH YOUR pupils, both by precept and example, to be always honest and truthful; refrain from tale-bearing and tattling; never to listen to a story of scandal or slander, and shun the company of the scandal-bearer as they would the bite of a rattlesnake.

THERE HAVE not yet been made any appointments for Teachers' Institutes this summer. Why is this? Dr. Curry has been giving us several thousand dollars for this purpose every year from the Peabody fund. Has this money been withdrawn this year? If so, why? We cannot do without the Institutes, as they are of very great value to our teachers.

THERE HAVE been more North Carolina songs and North Carolina speeches on the commencement programmes this summer than ever before. Thus is fostered a spirit of State pride such as will be an everlasting credit to our teachers. It should be the aim of teachers to make *true North Carolinians* of every pupil, because the State has most to expect from her own sons and daughters, and they must be trained to realize that they have the noblest and best mother in all this great nation of States. It was this strong and unswerving devotion to North Carolina that made the lamented "Zeb. Vance" so intensely loved by North Carolinians.

WE NOTE WITH pleasure that the teachers of South Carolina, Georgia, Alabama and Texas are making efforts to establish a permanent home for their State Associations, such as North Carolina teachers have enjoyed for the past eight years. We wish them every success in their most worthy undertaking. No State teachers' association can make satisfactory headway in influence and usefulness until it has "set up housekeeping" for itself, and owns a nice home with all necessary conveniences for its work. The North Carolina Teachers' Assembly building at Morehead City is a splendid two-story structure, costing, up to date, nearly \$9,000. It contains a large auditorium on second

floor, seating one thousand, elegantly furnished with improved assembly folding settees, with ten large rooms on first floor for committees, officers, and educational exhibits. Every room is supplied with gas and water and seated for special lecture work when needed. This beautiful Teachers' Home and its conveniences have done much towards making the North Carolina Teachers' Assembly famous at home and abroad as the largest, most prosperous and influential State teachers' organization in the world.

ABOUT OUR TEACHERS AND SCHOOLS.

OUR SCHOOLS are rapidly closing for the summer, and the teachers are getting ready for the Assembly.

THE STATE SUPERINTENDENT has recently delivered several addresses in Bertie county, which have done great good to the cause of education.

AT A MEETING of the Trustees of Trinity College, May 2, President J. F. Crowell tendered his resignation. He was immediately re-elected, but asked for time to consider the matter, after which he declared that his resignation was final.

WE ARE sorry that Prof. J. B. Brewer declined to accept the presidency of the Baptist University for Girls at Raleigh which was tendered him by the Trustees. He was the right man for the place, and the University would have prospered from the beginning in his hands.

THE NEXT TERM of Peace Institute will be made memorable by the establishment of the "Peace Conservatory of Music." President Dinwiddie has been working upon this feature of the institution for a long time, and has now brought the scheme into perfection. The Directory of Music comprises five of the very best instructors to be found in this country, and all our girls may now obtain a post-graduate course in music in our own State that is equal, if not superior, to that of any other conservatory in America.

THE SCHOOLS of Bertie County are in a prosperous condition. Mr. R. W. Askew is the efficient and faithful County Superintendent, and he writes us that "during the present month I have attended several public school closings, at all of which we have had interesting times, good recitations by children, energetic teachers, plenty of good dinner and large neighborhood attendance of our people. We encourage and enjoy these pleasant gatherings, and feel sure that they result in good to the communities in which they are held."

MR. E. M. WILSON, of Lenoir, Caldwell County, has won the Charles G. Hill prize of \$100, offered for the best thesis on some subject in North Carolina History, written by an alumnus of the University. The prize was offered eighteen months ago by Dr. Charles G. Hill, of Mount Hope Hospital, Baltimore. Mr. Wilson was graduated as A. B. from Guilford College in 1892, as A. B. from the University in 1893, and is now studying for A. M. at Harveford College, Pennsylvania. The subject of his thesis is "The Congressional Career of Nathaniel Macon."

THE CAUSE of co-education is rapidly growing stronger in North Carolina. Rev. T. H. Pritchard, D. D., of Charlotte, has published a series of articles upon this subject that have opened the eyes of the people to the justness of the cause. President Hobgood, of Oxford Female Seminary, has given notice to the Board of Trustees of Wake Forest College that he will introduce a resolution looking to the opening of the doors of Wake Forest to women desiring higher education than that offered at the female colleges of the State. President Crowell, of Trinity College, we have heard, favors a similar arrangement at the Methodist institution.

THE SECOND annual Commencement of the Normal and Industrial School for Young Women at Greensboro was held May 23 and 24. There were immense crowds of people present each day, and the occasion was one of the most brilliant ever seen in the State. The whole city was decorated with the school colors, white and yellow, and many kind hospitalities were extended to visitors. The addresses by Senator Bryan, of Nebraska, and Senator Gordon, of Georgia, were intensely enjoyed, and created a profound impression of pleasure in the minds of their twelve hundred hearers. There were only eight graduates, but the Directors promise that the school shall give the State at least fifty graduated teachers next year.

IT WAS OUR PLEASURE to visit, during the Unveiling Ceremonies at Richmond, May 30, Prof. J. H. Powell and the excellent female college of which he is president. This institution for girls is one of the most popular and successful in the Old Dominion, and it has a great many friends in North Carolina, some of whom have sent daughters there to be educated. Professor Powell and family were at the Teachers' Assembly last summer, and are most pleasantly remembered by a large number of our teachers who were so fortunate as to form their acquaintance. We are under many obligations to him, to his excellent faculty and to the charming young ladies of the institution for their many kind courtesies and hospitalities, and we long for an early opportunity to try to reciprocate.

MISS MINNA D. HILL, of New Bern, won a very high musical honor at the Peabody Institute in Baltimore Conservatory of Music on May 16th. Miss Hill was awarded the diploma for distinguished musicianship. This was the twenty-eighth season of these Peabody concerts, and yet

the diploma awarded Miss Hill is only the eighth in number that has been bestowed in the history of the institution. This shows the height of the honor. Miss Hill's examination, made by the entire Faculty, was remarkably strict and thorough, and she received from the examiners a unanimous vote of approval. At the time of the conferring of the diploma, which was done in the presence of a large audience, the programme consisted entirely of original compositions by Miss Hill. She was greeted with enthusiastic applause, and it is stated that the compositions showed "decided merit as well as successful study, and they promise a bright future for the composer." North Carolina is very proud of this gifted young daughter.

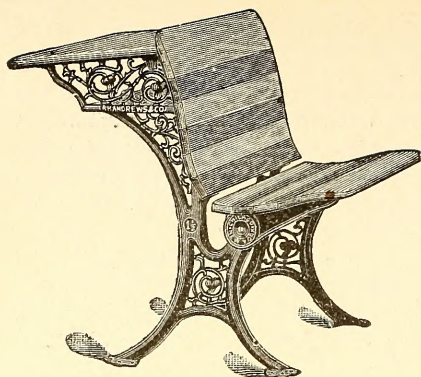
SAINT AUGUSTINE NORMAL SCHOOL, at Raleigh has just enjoyed one of the most successful Commencements in its history. This is one of the very best schools in the South for the Negro race, and the benefits of its faithful and careful work with its students may be seen in every section of North Carolina. At the closing exercises on May 31 the chapel was filled to overflowing by friends of the school, including a large number of the leading white people of Raleigh, and the occasion was one of rare enjoyment to all. The singing was fine and the essays showed the effects of careful thought and training. The exhibitions by the cooking and sewing departments were unusually interesting and meritorious, and many of the pupils presented work which cannot be excelled. The kind and timely remarks of Bishop Cheshire, Dr. R. H. Lewis and other friends of the institution who were present clearly proved the interest which our people have in the school. Rev. A. B. Hunter presided over the Commencement exercises.

AT RECESS.

The books and slates now put away,
And let us laugh a little while;
For those who work there should be play,
The leisure moments to beguile.

TEACHER—"Yes, children, when the war broke out all the able-bodied men who could leave their families enlisted in the army. Now, can any of you tell me what motives took them to the front?" Bright Boy (triumphantly)—"Locomotives."

OLD FOGY—"And so your son has graduated, Mrs. Ball?" Mrs. Ball—"Yes, sir, and we are very proud of him." Old Fogy—"I suppose he is now going to teach for a while." Mrs. Ball—"That is what he intended to do, but he could not find nine other boys in the neighborhood who wanted to learn foot-ball."



SCHOOL SUPPLIES.

ANDREWS' NEW TRIUMPH SCHOOL DESK.

ANDREWS' NEW TRIUMPH

AUTOMATIC SCHOOL DESK.

ANDREWS' NEW PARAGON SCHOOL DESK.

W. & A. K. JOHNSTON'S WALL MAPS, Classical, Scriptural, Political, etc.

STONE SLATE FOR BLACKBOARDS,

PHYSICAL AND CHEMICAL APPARATUS, and all Supplies used in the School-room.

The State Normal and Industrial School for Young Women, at Greensboro, N. C., has seated the entire building with our "New Triumph" Desks and Recitation Seats.

OPERA CHAIRS, CHURCH CHAIRS, Forty-one Styles.

J. E. REILLEY, Manager,
CHARLOTTE, N. C.

NEW PUBLIC SCHOOL BOOKS.

To County Superintendents and Public School Teachers:

At a regular meeting of the State Board of Education, held in Raleigh, on the first Tuesday in April, 1893, the following new text-books were unanimously adopted for use in all the public schools of the State:

North Carolina Practical Spelling Book, 20 Cents.


(In exchange for old Speller now in use, 12 cents.)

Williams' Reader for Beginners, - - 15 Cents.

(To precede the First Reader.)

These prices include transportation to persons ordering. A liberal discount will be made to dealers and teachers. Send orders to

ALFRED WILLIAMS & CO., Publishers,
RALEIGH, N. C.

 *The sales of each book are very large, and all orders will be filled as rapidly as possible.*

THE NORTH CAROLINA TEACHER.

VOL. XI.

RALEIGH, JUNE, 1894.

NO. 10.

EUGENE G. HARRELL,

- - - - Editor.

THE GOLDEN DAYS OF SCHOOL TIME.

The golden days of school time,
How swift they pass away!
Now life seems fair and pleasant,
And all around is gay;
These happy days of school time
Have little to annoy,
These careless days of school time
Are golden hours of joy.

Each day is bright and joyous,
We have but little care;
The year seems almost endless,
All goes so smooth and fair.
We scarcely know of trouble,
Nor think of danger nigh;
For life seems sweet and sunny,
As golden hours pass by.

These happy days of school time
Will seem, when passed away,
Like brilliant hues of sunset
That beautify the day.
Through all our life with pleasure,
These sunny hours will shine;
And with each thought of sadness
These golden hours will twine.

North Carolina Teachers' Assembly.

ORGANIZATION 1893-'94.

F. P. HOBGOOD (Oxford Female Seminary), President, Oxford.
 ALEXANDER GRAHAM (Graded Schools), First Vice-Pres't, Charlotte.
 EUGENE G. HARRELL (Editor N. C. TEACHER), Sec. and Treas., Raleigh.
 MISS MAMIE ROBBINS, Director of Music, Raleigh.
 MISS LULA HOLDEN, Assistant Director of Music, Raleigh.
 MISS RACHEL C. BROWN, Stenographer, New Bern.

EXECUTIVE COMMITTEE:

F. P. HOBGOOD, Chairman (President Female Seminary), Oxford.
 EUGENE G. HARRELL, Secretary (editor N. C. TEACHER), Raleigh.
 J. M. HORNER (Superintendent Horner School), . . . Oxford.
 B. F. SLEDD (Wake Forest College), . . . Wake Forest.
 M. C. S. NOBLE (Superintendent City Schools), . . . Wilmington.
 GEORGE A. GRIMSLEY (Superintendent City Schools), Greensboro.
 E. A. ALDERMAN (University North Carolina), . . . Chapel Hill.
 C. B. DENSON (Associate Principal Male Academy), . . . Raleigh.
 E. P. MOSES (Superintendent City Schools), . . . Raleigh.

COUNSELLORS:

Each County Superintendent in North Carolina.

PROCEEDINGS OF THE ELEVENTH ANNUAL SESSION.

FIRST DAY—WEDNESDAY, JUNE 20, 1894.

MORNING SESSION.

The Eleventh Annual Session of the North Carolina Teachers' Assembly convened in the Teachers' Assembly Hall at Morehead City June 20, 1894, the meeting being called to order by the Secretary.

In the temporary absence, on account of illness, of President F. P. Hobgood, of Oxford, Vice-President Miss R. C. Brookfield, of New Bern, occupied the chair.

After the singing of several hymns, the meeting was opened with devotional exercises by Rev. James Atkins, Jr., D. D., President of Asheville Female College.

The presiding officer then announced that the meeting was formally open for business.

The Secretary stated that the only business before the Assembly this morning was the appointment of several special committees which had in charge the preparation of work for each day.

Mr. George H. Grimsley, of Greensboro; Dr. R. H. Lewis, of Kinston, and Mr. M. L. Shipman, of Brevard, were appointed the Committee on Daily Programme.

Professor Dred Peacock, of Greensboro, Mr. C. W. Toms, of Durham, and Mr. Logan D. Howell, of Goldsboro, were appointed the Committee on Resolutions.

Mr. E. E. Britton and Miss R. C. Brookfield were announced as having charge of the Teachers' Bureau.

A cordial invitation was extended to the citizens of Morehead and Beaufort to attend the meetings of the Assembly, which was responded to by Mr. J. M. Brinson, thanking the Assembly for the invitation and accepting in behalf of the people of Morehead and vicinity.

After singing, the meeting adjourned to 8:30 P. M.

The Assembly accepted the invitation of the boatmen of Morehead City to a complimentary sail at 4 o'clock P. M., and the grand sea breeze was thus doubly enjoyed by several hundred teachers and their friends.

EVENING SESSION.

At 8:30 o'clock the Assembly Hall was packed with people who had gathered to hear the annual address by Mr.

Henry Blount, of Wilson, one of the South's most popular and eloquent orators. His subject was "Persistence Wins Success," and the masterly manner in which he handled the theme added new laurels to the proud wreath of fame which he already wears. His tender beams of pathos, his brilliant flights of eloquence, his beautiful and symmetrical logic, and his flashes of sentiment and wit kept his audience charmed for an hour such as had few other speakers ever done in North Carolina.

SECOND DAY—THURSDAY, JUNE 21.

MORNING SESSION.

Vice-President Miss Brookfield again presided, the President still being absent.

Devotional exercises were conducted by Rev. Mr. Swindell, of Morehead City.

Miss Brookfield then called Superintendent Grimsley, of Greensboro, to the chair.

Rev. James Atkins, D. D., being introduced, addressed the Assembly on the important and timely topic, "What You Owe to Your Girls."

He said:

In deciding upon the education of our girls, the first thing to be determined is the sphere which woman is to occupy. What I mean is not that we have or can have original jurisdiction, for that was predetermined by the Creator. If there is a divine place for woman in the world, it is no less a violation of the divine plan to take her from it under the guidance of what is called advanced Christian ideas, than it is to take her from it under the barbarism of heathenism itself.

All educational work will depend, therefore, upon the right settlement of this question, and it needs to be settled.

I have no fears with reference to the ultimate settlement of it, and every teacher and every parent who is here must participate in it sooner or later. It has already come to pass that many individuals have been thrown entirely out of what we regard as the divine sphere. Whole communities have imbibed such notions and have taken measures to

execute that theory of womanhood. If that be true, it is fundamental to the whole discussion that we determine what this sphere of woman is.

It is not the production of masculine womanhood, but, according to the Scriptural doctrine and the Southern opinion, it is the peculiar and intensely feminine womanhood. In behalf of it I pronounce myself to the uttermost a champion. I believe that you all agree with me that the finest civilization the world has ever known is in the Southern States of the United States, and the perfection of the civilization, both national and local, is womanhood. That has heretofore depended upon the operation of the right principles concerning it.

If you think that in North Carolina there is no occasion for the discussion of this subject you are mistaken. The question is now before the North Carolina people. It is before the Southern people as well.

Shall we retain the idea we have hitherto held, or shall we surrender that and have it replaced by a conception of womanhood that springs from old maids? If woman is to be a bread-winner, if the object of cultivation, from beginning to end, is to be the production of masculine womanhood, we must pursue one course; but if we are to retain the idea that we have had, we must pursue a different policy. We owe it to our girls to determine it. It is a debt which is due them, for if we do not settle it we open the gates to the enemy, and disaster is inevitable. We all understand that the right place for woman is the greatest place in the world, and that place is home. Unquestionably, there never was a ministry so delicate and so absolutely and essentially powerful as the ministry of woman in the home. We all feel our greatness in comparison to woman; yet if we will step apart in some quiet place and thoroughly examine ourselves, we will find that we are under the dominion of some woman. We look back to other years and think of some woman we have known. She came from the hand of God as pure and spotless as an angel, and passing through all the turmoil and toil and perplexities of this life, went back to God as pure as the dewdrop on the lily. But before going she planted principles and determined policies by the guidance of an order of discipline which no man on earth, though he might be endowed with the genius of Napoleon Bonaparte or the will of Oliver Cromwell, could ever get. He is under her dominion, and as far as it is allowable, worships at the shrine of such a memory. Or it may be some living woman, mother, sister, wife, so that the power lies in the woman. There is no other possible sphere for woman greater than that of motherhood and wifehood.

It is demonstrated that in the feminine side of humanity, one finds the best brains and the strongest nerve force.

Now you see in this mere announcement how broad a field there is for discussion, and I have asked you to accept this proposition and elaborate it for yourselves. I must leave this proposition to you with a simple exhortation never to allow invasion of our Southern land by any opinion contrary to that which we have always accepted.

I call your attention to another proposition. If this be true, we owe to our daughters, to our girls, a just recognition of their faculties, which most regard as their peculiarities. That false opinion is based upon a fundamental misconception of this sort, that a girl is a modified edition of a boy. It is a misconception that a woman is a modified expression of a man, and a girl a modified form of a boy. Our educational systems are at fault. There are many things that ought not to be on account of this misconception. There are differences physically, intellectually and spiritually. The boy is a coming man, the girl a coming woman. Let a girl be in her room quietly reading, and let a rat make his appearance, and you can tell it a hundred yards distant. Not only the fact that something is the matter, but that a rat has gotten loose. It is not a snake, not a mad dog.

There is a power of physical endurance belonging to women which men cannot have. Going to the grosser and more palpable manifestations of physical conditions, we find the very same thing is true. When we go to the intellectual and spiritual sides of her nature, we find the same thing true. So that if we had to make a comparison at all, we should say that a boy is a modified form of a girl. You remember the record of the creation. It is a good fundamental point at which to begin a discussion of this kind. You remember how God created a man and caused him to fall into a deep sleep, and he took from the man a rib. Most people read that he made out of the rib a woman, but the Book reads, "And the rib made he a woman." When he had by force taken the rib from the man, he separated them. They were two distinct personages, so that when they should come together again it would be under the guidance of certain harmonies and forces which would agree. The physical unit is dependent upon the spiritual unit. She was the crowning work, not he. In our system of work we need to recognize her. The adaptation of manly work, intellectually, to woman will no more meet the demand of her being, than the adaptation of the physical work of man will meet her physical capabilities. We must consult these two characters in questions of education.

I have simply this proposition to make and leave to your consideration. Take year for year, girl for girl, boy for boy, with a view to the physical capabilities of the girl. Along every line the girl will be found to be the boy's equal, and she fails to get credit for it. Is a girl equal to a boy as a mathematician, as a logician, as a reasoner? A man never goes straight to the point, but proceeds by a round-about way, and always finds that the woman has been there waiting for him till she is beginning to grow tired.

In regard to finance. There is not a poor man who would not be rich to-day if he had had the energy of his wife. There are no men who have been great in finance who do not owe it to their wives. This much to call your attention to the fact that in our educational courses, in our

educational work, we would be justified in giving the girl the same course as the boy. But we are not doing it. There are few schools for girls that are not humbugs. The curriculum is provided for the weaker vessel. You give the boy a drill of about four or six years, with plenty of recreation, and you construct a pole for him to skin the cat, knowing that he will skin it anyway. His disposition and habits require him to go out of doors and take plenty of exercise and fresh air. You let the girl stay at home during these years, and when the weather is good you send her to school, but when it is bad she stays at home, because she will not have to make her living, and does not need an education. If you look to a few places where they are paying some attention to the education of girls, and judge by that, you make a vast mistake.

Our course for boys is, in the main, good. But when we come to the question for girls, we send the girls off to school scarcely having acquired the multiplication table. They are then to be put through a course which is fuller than the boy's course. They are to be put through ten or fifteen books, and, besides, they are to take music, which requires a half hour two days in the week and an hour's practice every day, as a minimum. They are also to take art, to attend to their own wardrobes and to care for their rooms. They are expected to come out equal with the boys. They work conscientiously, yet with such a course they cannot be thorough. Anybody is a nobler, better person who knows arithmetic thoroughly from the beginning to the end, than anybody who has taken the whole course without any degree of excellence. A man is to be measured by the degree of thoroughness and accuracy with which he masters the thing he takes in hand. A woman can hardly be expected to become much of a scholar in anything when she has so much to attend to; yet she often does, because of her great gifts and because of her deathless ambition, which in a woman is of a finer quality than in a man. You do not know how much of it there is in a school girl. You do know how during the war the women of the South endured what any other womanhood in the world would not.

There is one thing that needs mentioning here, and that is the Southern doctrine that women are under social liabilities from the time that they are born. They should not be so exhibited, but should from the beginning receive proper training, and then they will be fit for the higher work.

I call your attention to this: There should be a harmonious education. First the education of the body, then the mind, and then the spirit. The body, any good philosopher will tell you, is the home and working place and medium of communication by which the spirit of this world can have communication with that which is in the other. The fineness of its texture and the care with which it is to be preserved and developed as the medium of communication of the spirits, will entitle it to special training. We owe this physical training to all children, from the primary grades up to the higher grades. If it is given during the period of

growth, the child will develop a strong muscular system which will last him a lifetime. If it is omitted during that period you will never be able to get the same effect from the same training, although some help may be derived from it. There ought to be equal preparation and equal opportunities in every line of intellectual training for boys and girls. Not that they are to have the same engagements in life, for they will not. There ought to be a harmonious and a rightly directed system of education for the body, mind and spirit.

Women ought not to be bread-winners, and a right civilization will not let them be. Nevertheless there is a large class that must be. There is not a single instance in which there is not a strong liability to become a bread-winner. Women should be so educated.

The weakest education is that of a specialist, and the best is the broad education which can easily take the specialist. It is the only one that can be depended upon. A person who can take a brush and make the canvas breathe, is not an educated person as indicated by that fact. Yet accomplishments ought to go along with the more substantial education.

There is no question with reference to the superiority of women along the line of spiritual conditions. Man may claim that woman led him out of Eden, yet, if he will let her, she will lead him back.

This admirable and thoughtful speech made a profound impression upon the entire audience, and it was easy to note that there was much deep thinking upon the subject of female education, with a desire to determine what is best for North Carolina girls.

Dr. R. H. Lewis congratulated Mr. Atkins upon his paper. It had expressed his ideas of education for girls. For thirty years he had been teaching boys and girls together, and he had found the girls equal to the boys. He related the case of a young man and a young woman who were in the same mathematics class. After leaving school the young man became a civil engineer and married the young woman. Often on rainy days Dr. Lewis had seen the young man at his work and his wife with him. He enquired the reason his wife was allowed to accompany him, and received the answer that the woman knew her husband was liable to make mistakes in his calculations and went along to keep them straight. He believed in educating boys and girls together. Girls should be taught more of physical culture.

They should have a knowledge of physiology, anatomy and hygiene, in order that they may know how to take care of their own bodies. He thought that they cannot learn enough to make them untrue women.

Captain C. F. Siler said for the encouragement of young teachers, that he had always found the best teachers among females. In his ten years' experience in attending the Teachers' Assembly, the paper which had proved of most good to him was written by a lady. It was on a little system of map drawing, and he thought all who would write to her about it would be richly repaid for the trouble.

Mr. J. M. Weatherly had been teaching all his life, and he had found girls equal to boys in mathematics. He put his boys and girls side by side. They recited from the same text-books and in the same classes. Without exception, the girls always stood at the head of the class. Several years ago he had prepared a girl and sent her to Salem Academy at the age of thirteen. She was thorough in arithmetic and algebra and had begun geometry. She graduated at the head of her class. She then entered Bryn Mawr, where both boys and girls are educated. She there contested for a medal with boys and won it. He had just had a letter from one of the teachers at the school, who said that this girl was the finest mathematician who had ever been in the school. He believed in giving girls the same opportunities that are given boys.

Professor Dred Peacock said that when he was elected to a place in the Faculty of Greensboro Female College he was also elected to Trinity College, but accepted the first. Though he had been told that he had made a mistake, he had never thought so. Before accepting he had considered it carefully, and thought of what woman had done for him, and then he had determined to devote the best energies and work of his life to the development of her mind and character. He had not regretted his decision. His labor had

not seemed to him to have been in vain. He thought the woman question a very serious one. The work of a woman requires just as much of an education as that of a man. Some say that her education should be differently directed from that of a man. She may have to fill the same place that a man will, so he doubted whether her education should be differently directed. It is not the place of men to decide the place that she shall occupy. He had taken the ground that if she is given an education suited to her, she will be able to do anything that is required of her. He said that he should continue to work for the development of the women of the State.

Mr. Henry Blount told of the first time he had been called to talk upon "Woman," and said that that was why he had seemed unwilling to say anything this time. He had made a failure. He said that in all ages, in all lands, and in all climates, woman has been the theme of everything that is grand and noble. Shakespeare gave her his richest tributes. In everything, in art, in science, in fiction, in poetry, woman has written her name on the highest round of immortality. We have an instance of woman's courage in the French patriot, Joan of Arc. She led her discouraged countrymen through many a dark trial to victory, and at last fell, having ventured too far. But among our own Southern women we find even grander than this. He then related the pathetic incident during the late war of Edward Johnson and his wife Mary and their child Lucy. It was such patriotism and such devotion as that all over our Southland, from where the splashing waters of the Atlantic dash along the shore to where the peaceful scenes delight our senses, that encourages and elevates man.

Colonel Harrell, the Secretary, said that if the Assembly had committed itself to any one thing, it had been to the education of girls, and if it had been successful in one thing more than another, it had been successful in that. He con-

gratulated Dr. Atkins upon his address, saying that it was one of the best that had ever been delivered in the Assembly.

Letters were read from Dr. J. M. Rice, of Boston, and Mr. C. W. Bardeen, of New York, stating that they were unable to attend the Assembly on account of serious illness, and expressing their regret.

EVENING SESSION.

In the absence of Dr. Rice, who had been engaged to speak to-night, the Assembly was entertained by a musical and literary programme prepared by its members. Then, by special request, Mr. Henry Blount kept the audience laughing for half an hour by his unique "Character Sketches." He presented several of the great actors in their specialties, and gave a short time to the typical plantation Negro. The evening was a most enjoyable one.

THIRD DAY—FRIDAY, JUNE 22.

MORNING SESSION.

The President, F. P. Hobgood, having arrived, called the Assembly to order at 10:30 A. M.

The devotional exercises were conducted by Dr. Lewis, of Kinston.

Mr. Grimsley, the Chairman of the Committee on Daily Programme, having been called away, Captain Denson was appointed in his place.

Mr. E. P. Moses, Superintendent of City Schools of Raleigh, presented a fine paper on "Primary Reading," which both delighted and instructed the Assembly.

He said:

To furnish one's mind with correct images of the things in God's creation, as the smiling landscape or the rolling ocean, and thus think God's thoughts, as they are mirrored in Nature, is the highest form of

education; to lead a child to do this thing for himself is the greatest work of a teacher. The next greatest thing that a teacher can do for a child is to give him the power, by means of reading, to think the thoughts of men who are dead, or live too far away to enable him to listen to the sound of their voices. As most children flit through our public schools like birds of passage—to-day before us, to-morrow gone forever—we must do this work in a very short period of time, or else we will never do it at all. "If it were done, then 'twere well it were done quickly."

That the enormous sums of public moneys annually expended throughout the country to pay salaries of superintendents and teachers of public and normal schools, mainly that the children of the land may be taught the English language, do not, as a rule, yield results commensurate with the sacrifices involved on the part of the public, will, doubtless, not be gainsaid, though it is admitted that this comes not from neglect of duty, but from adherence to tradition and precedent, a marked characteristic of the English race.

The purpose of this paper is to endeavor to show that methods in reading, whereby words are taught separately, should be superseded by a systematic method of teaching words in groups arranged according to phonic analogies. There can be no danger in the widest and freest discussion of this or of any great question so long as each one of us carries in his heart this noble sentiment of Montaigne: "Neither have I any other end but only to discover myself, who also, peradventure, may be another thing to-morrow if I chance to meet a book or a friend to convince me in the meantime."

"Knowledge," says Lord Bacon, "which is delivered to others, should, if possible, be introduced into the mind of another in the manner in which it was first acquired." Or, as Herbert Spencer, following Conte, puts it, "The genesis of knowledge in the individual must follow the genesis of knowledge in the race."

The first attempt ever made to represent thought graphically was undoubtedly by pictures. But this universal language of drawing, in use among rude people ignorant of letters, is at best crude and unsatisfactory, even with reference to objects. The Indian could, doubtless, without difficulty, show by a drawing a tree as distinguished from a rose, but how could he show the distinction between sugar and salt? That men spoke words long before they wrote words cannot be for an instant doubted. How was it possible to effect an arrangement whereby thoughts gained by the ear could be reached through the eye? Many words, it was found, were composed of several parts, or syllables as we now call them. So these words were separated into their syllables, and an arbitrary character was used for each certain syllable, and these characters are known as syllabaries. This was a prodigious stride in advance of picture-writing, but it necessitated the invention and use of as many arbitrary symbols as there were different syllables. The Chinese, it is

stated, have never advanced beyond this stage, and so we hear it said that their alphabet consists of several thousand characters and is thus the terror of missionaries. But just as the chemists found that water was not an element, but a compound of oxygen and hydrogen, so at length men found that syllables were not elements of speech, but that they were separable into elements. Instead of thousands of elements, with thousands of characters to represent them, they found but about twenty elements of speech, requiring but twenty characters. What discovery ever equalled this? Surely it was grand enough to call forth from Carlyle's great soul Heaven's blessings upon the head of Cadmus, the Phœnicians, or whoever it was that invented letters!

What are these elementary sounds, the discovery of which made a high degree of civilization possible? While they have now, unfortunately, grown to double their original number through the introduction of niceties of pronunciation of doubtful value, they are still small enough in number and easy enough of comprehension to bring literature within the reach of every child. Some of these sounds—as *ă*, *ä*, *ā*, *ē*, *ī*, *ō*, *ū*—are familiar enough to every ear, others must still be spoken in a whisper lest some delicate ear be offended. In one of them, *oo*, we hear the soothing coo of the turtle-dove; in another, *zh*, the croak of the frog on a log; in another, *r*, the growl of the angry dog; in another, *h*, the panting of the tired dog; and in still another, *oo*, the satisfied grunt of the pig at meal time. No wonder that some maintain that man learned his speech by imitating the lower animals. Perhaps some day we shall hear that the presence of these sounds in human speech is another pointer in the direction of evolution. But this is no affair of ours.

"Let him, the wiser man who springs
Hereafter, up from childhood shape
His action like the greater ape,
But we were born to other things."

Our business has to do with these sounds themselves as they issue from our own throats. They are certainly not difficult, for any intelligent man or woman who cares to investigate them can learn the whole list in twenty minutes. It is true, I have known a few people who thought that they were difficult, but this was because they had never desired or attempted to learn them. They are not foolish, unless it be foolish to use a letter for the identical purpose for which it was made. It is true that a man in Raleigh recently sent me word that "them sounds was all foolishness," but even if that man ever spoke half a dozen consecutive English sentences correctly, he never taught his child to do so from the day of her birth to the date of her entrance into school. They are not new, for they were clearly recognized before the invention of letters and made that invention possible. They are at least as old as the first articulate words ever spoken by mortal man on earth—the very materials of which those words are composed, for they are to spoken words what bricks are to the house or stones are to the wall.

As it is the duty of every advocate to introduce reputable testimony in support of his cause, I beg to call into open court a number of witnesses, assured that they will be given a respectful hearing.

The method of teaching reading by sound may be said to be practically universal in central Europe. Some time ago a gentleman who was born and educated in Denmark asked me about a certain elementary sound. After replying to his question I said, "You were, of course, taught in Denmark to read by sound." With surprise he answered, "Certainly I was. I never heard of anybody's being taught to read in any other way."

This method was used exclusively in the great Normal School at Haarlem, Holland, at least as early as 1816, when that school was presided over by Dr. Prinsen, and Prinsen's elementary reading-books seem to have been generally employed throughout Holland and Germany.

In 1839 Calvin E. Stone submitted a report to the General Assembly of Ohio on Elementary Instruction in Europe, in which he describes the work of the primary schools of Germany, particularly in the kingdoms of Prussia and Wurtemberg. "The first step," he said, "in teaching children to read is to exercise the organs of speech. They are taught to utter distinctly all the vowel sounds. The characters or letters representing these sounds are then shown and described. The same process is gone through with in respect to diphthongs and consonants. Here the names of the letters are not given as with us, but only their powers, or the sounds which those letters have in composition."

In 1846 Horace Mann, in his report to the General Assembly of Massachusetts, said: "When I first began to visit the Prussian schools, I uniformly inquired of the teachers whether, in teaching children to read, they began with the names of the letters as given in the alphabet. The uniform statement was that the alphabet as such had ceased to be taught as an exercise preliminary to reading for the past fifteen or twenty years by every teacher in the Kingdom. The teachers in Prussia and Saxony invariably practice what is called by them the *lautir* method. In Holland the same method is universally adopted. With us it is known by the name phonic. It consists in giving each letter, when taken by itself, the sound which it has when found in combination, so that the sound of a regular word of four letters is divided into four parts, and a recombination of the sounds of the letters makes the sound of the word. The letter *h* was first selected by the teacher and set up in the reading frame, and the children instead of articulating our alphabetic *h* (aitch) merely gave a hard breathing; such a sound as the letter really has in the word *house*. Then the diphthong *au* (the German word for house is spelled 'haus') was taken and sounded by itself in the same way. Then the blocks containing *h* and *au* were brought together and the two sounds were combined. Lastly, the letter *s* was first sounded by itself, then added to the others, and the whole word was spoken."

In 1838 the Trustees of Girard College sent an agent to Europe to investigate methods of school work there. The agent, on his return, had this to say with reference to reading: "The child makes a letter on his slate after a copy upon the blackboard and is taught to name it. * * * When the sound of the letter has been learned, not its common arbitrary name, but the sound which it has in composition, the pupil has made some progress toward knowing how to form the combination, which is the next step."

In 1839 the Battersea School for the training of teachers was founded in England by James Kay Shuttleworth, who was knighted a few years later for his eminent services in the cause of elementary instruction. This school is highly praised by Herbert Spencer in his great work on Education. In the report of the school for 1841 may be found these words: "The students have been made acquainted with the phonic method of teaching to read. * * * The principles on which the laut or phonic method depend have been explained at considerable length as a part of the course of lessons on methods." Referring to Sir James' noble work in this direction, Joseph Payne said: "The laut or sound method is a perfectly natural method, and ought to be introduced into our schools. It is not the fault of Sir James Kay Shuttleworth that the revised code has so long pursued its disastrous course, ignoring or repudiating every principle of true education. Had his wishes been realized, we should have had a very different kind of teaching in our schools from that which has for years prevailed and still prevails." Payne goes on to state, upon the authority of Dr. Morrell in his report in the *Blue Book*, that one could count upon his fingers the elementary schools in England in which the kind of reading obtains that is heard all over Germany—a country in which he himself found, universally, the powers of the letters, not their names, demanded by the teachers and given by the pupils.

Matthew Arnold, perhaps the most distinguished inspector of public schools in the world, declared, after personal inspection, that the children of German peasants read better than the children of the aristocracy of England.

Even the novelists have recognized and demanded a reform in this particular. In the House of the Seven Gables, Hawthorne said: "The very A B C has become a science greatly too abstruse to be any longer taught by pointing a pin from letter to letter." And Bulwer puts these harsh words in the mouth of Dr. Herman, the master of young Caxton: "Take the monosyllable *cat*. What brazen effrontery you must have when you say to a child, CAT, spell cat. How can these sounds which run thus to the ear—see-ay-tee—compose the sound cat? Don't they rather compose the sound ceaty? How can a system of education flourish that begins by so monstrous a falsehood, which the sense of hearing suffices to contradict? No wonder that the horn-book is the despair of mothers."

Gœthe's observations on uttering musical sounds at sight of written characters lose none of their force if applied to uttering spoken sounds at sight of written characters. In his account of his ideal school in *Wilhelm Meister*, seven pages of which Carlyle declared worth all the literature written in all the forty years that preceded it, he says: "We practice the children in writing down by symbols on the slate the notes which they produce; and then, according to the indication of these signs, require them to reproduce these sounds in their throats."

George MacDonald, whose sweet Scotch stories have delighted so many of you, in "Gutta Percha Willie," has a chapter entitled *How Willie Learned to Read Before he Learned His Letters*: "Willie ran to his mother and asked her to teach him to read. But at that moment she was too busy to lay down her work and begin teaching him his letters. So Willie ran and got Dr. Watts' hymns for children. He knew 'How doth the little busy bee,' and opened the book at that place. The first word must be 'how.' I will look and see if I can find another 'how.' Of the word 'the' he found as great a swarm as if they had been the bees themselves. At length, he began to compare words, * * * and by discovering wherein they looked the same and wherein they looked different, he learned something of the sounds of the letters. For instance, * * * he conjectured that s must stand for the hissing sound, and when he looked at other words which had that sound and perceived an s he was sure of it. His mother had no idea how fast he was learning; and when, about a fortnight after he had begun she had taken him in hand, she found, to her astonishment, that he could read a great many words. * * * It was easy enough for him to learn the names of the letters after he knew so much of what they could do."

William Russell, of Massachusetts, has said: "In many schools the young pupil never has his attention called definitely or consciously to the fact that the letters of the alphabet are phonetic characters, the whole value of which consists in the sounds they represent. * * * All the familiar words of our language which are regular may be easily learned by the process of spelling them by the sounds of the letters which compose the words. The simplicity of this method enables children to make rapid progress and allows them the pleasure of helping themselves forward."

"The first step in school," says Thomas Hill, "should be to teach the child to analyze his spoken words into their phonetic elements. This ought to have been done at home. As the pupil learns to distinguish the elements of speech, * * * he should be taught the alphabetic signs which represent them, not giving them the names by which they are commonly designated, but at first teaching them as the symbols of sounds."

In 1857 James Currie, the Principal of the Church of Scotland Training College in Edinburgh, published his *Early Education*, from which

I quote as follows: "The names of the letters of the alphabet are of no direct use in learning to read. When children come to read * * * the class should be taught to perceive analogies of sound in words; that is to say they should be exercised in phonic analysis. No great number of reading lessons is required to put the children in possession of all the sounds of the letters, both consonants and vowels."

Herbert Spencer, with his remarkable power of speaking a volume in a few words, says: "The mistress of a dance-school can hear spelling-lessons, * * * but to teach spelling rightly by using the powers of the letters instead of their names, a modicum of understanding is needful."

Two centuries and a half ago the great Comenius insisted that children be taught the force or power of the letters as a means to reading. These sounds he proposed to teach by pictures of different animals that commonly utter the various elementary sounds. He accepted an invitation of the English Parliament to visit England to revise her educational system, but he was compelled to abandon the project and return to the continent on account of the breaking out of the great Civil War. Had he been permitted to remain and work out a reform in reading alone, the intellectual condition of the masses of England would not still be a hissing and a byword among the nations—a reproach not so much to them as to so many of their rulers and their teachers.

But during the short stay of Comenius on the island he succeeded in firing the heart of at least one man—a young schoolmaster of London—Charles Hoole by name. In the year 1659 Hoole published his *Petty School*, which is, by all odds (so far as my knowledge extends), the most suggestive, most practical, and most progressive work on reading that has yet appeared in the language. I beg to refer any one (if any such can be found) who turns instinctively away from anything and everything in pedagogy that savors of this degenerate age to this little treatise on teaching English words by sound, that is covered with the accumulated dust of two hundred and thirty-five years. Surely an English book with two and a third centuries behind it, like *Katisha* in *The Mikado*, is "sufficiently decayed" to ensnare the affections of the most confirmed antagonist of new method, so-called, among us. Born before the Restoration, it has outlived the whole brood of the Stuarts, survived the Glorious Revolution, William and Mary, Queen Anne, the Four Georges, the half-century of the reign of Her Gracious Majesty Queen Victoria, and is presented to you to-day in the perennial freshness and vigor that ever characterizes the eternal truth. Give it a moment's hearing: "The usual way," says Hoole, "to begin with a child when he is first brought to school, is to teach him to know his letters in the HORN-BOOK." This famous pedagogical implement, already referred to by Bulwer and immortalized by Chaucer and Shakespeare and a swarm of early writers, deserves a moment's notice in passing. It consisted of a small sheet of paper,

about the size of the palm of the hand, on which were printed the alphabet in large letters and the alphabet in small letters, the combinations *ba, be, bi, bo, bu*, to the end of the list, and then *ab, eb, ib, ob, ub*, etc., and after these the Lord's Prayer. Before the invention of printing, the letters were written on parchment. In the upper left-hand corner there was always placed the Cross of Christ; hence the capital letters that immediately followed on the line were called the Christ-cross or criss-cross row. This paper was pasted on a small board somewhat like a shingle, one end of which was whittled into a handle. The so-called book then presented the appearance of a paddle. Whether this instrument of mental agony was ever used by the masters as an instrument of bodily torture also, as I strongly suspect, is a grave question, no answer to which I have been able to find after diligent research. When the printed leaf had been pasted on the paddle, it was covered over with a sheet of transparent horn, which was surrounded by pieces of brass, held in place by twelve large tacks. A string tied on to the handle and long enough to go around the boy's waist completed the outfit. Then in the words of the poet:

"Their books of stature small they take in hand,
Which with pellucid horn secured are
To save from finger wet the letter fair."

But to return to Hoole: "The common way," he continues in his quaint old style, "of teaching a child to spell is, after he knows his letters in his alphabet, to initiate him in those syllables, *ab, eb, ib, ob, ub*, etc., and in *ba, be, bi, bo, bu*, etc., in the horn-book. This course, we see, hath been very effectual in a short time with some more ripe-witted children; but others of a slower comprehension (as the most and best commonly are) have been learning a whole year together, and though they have been much chid and beaten too for want of heed, could scarcely tell six of their letters at twelve months' end. You may, if you think good, make use of that which I have set down in the new primer, and it is this:

"Let a child be acquainted with his vowels and made to pronounce them fully by themselves.

"Teach him to give the true *value* or *force* of the consonants.

"Let him join the true force of the consonant with the perfect sound of the vowel.

"If to any of these syllables you add a letter and teach him to join it in sound with the rest, you make him more ready in spelling [out words]. If after *ba* you put *d*, and let him pronounce it *bad*, he will quickly be able to join a letter with any of the rest.

"Teach him the natural force of a diphthong, and make him sound it distinctly by itself as *ai, ei*, etc.

"Observe that *e* at the end of many syllables being silent doth qualify the sound of the foregoing vowel so as to make words different from

those that have not *e*; as you see *made* differeth quite from *mad*; *pipe* from *pip*; *cube* from *cub*.

"For thus learning to read English perfectly, I allow two or three years' time, so that at seven or eight years of age, a child may begin Latin." No wonder a high authority declared that the youth under Hoole were instructed to a miracle.

Even in Russia this system appears to have secured a sure footing years ago. In an official report published in 1861, the Minister of Education says: "The phonetic method of teaching reading, as possessing an indisputable superiority in an educational point of view, is considered preferable to the syllabic method."

Coming nearer home, the system of teaching reading by sound in the schools of Brooklyn, New York, under the immediate supervision of Assistant Superintendent Ward, is now attracting much attention. The claim is made that under this system the children are taught the first year ten times as many words as heretofore. I do not hesitate to say that I see nothing extravagant in such a claim.

The last testimony which I beg to offer is that of Dr. Rice, whom I expected to see in this audience to-day: "Reading" [in Cincinnati], he reports in *The Forum*, "is taught by the word method, which, when used without the aid of phonics, does less to develop mental power and more to waste time than any other that I know of except, *perhaps*, the alphabetic method." "One thing," he says, "may be learned of St. Louis, namely, that when phonics are well taught—and they are well taught in that city—the children make very rapid progress in overcoming the mechanical difficulties in reading. At St. Louis the children certainly read as well at the end of four or five months as those attending schools where phonics are not taught read at the end of two years." As to one of the great machines in the public school system of New York City, he remarks: "I asked the principal whether the children * * * were able to read new words without being told what they were. She answered in substance, 'How can they know what a word is when they have never seen it before? Could you recognize a thing you had never before seen? Reading is taught by the combined word and spelling method. By use of this method a child is actually prevented from exercising his reasoning faculties. * * * In no single exercise is a child permitted to think.'" Again he says: "I visited Toronto, Canada, for the purpose of observing the reading of which I had heard so much. Mr. Hughes, Inspector (Superintendent of that city) has given much attention to phonics. The results in reading * * * in the lower primary grades are remarkable. I found many of the children at the end of the fourth or fifth month of school-life able to read almost any new word without assistance, and to write from dictation correctly and very rapidly even words of several syllables."

Doubtless because it is a little trying on the throats of teachers to give

the sounds of half a dozen consonants, they turned aside from natural teaching to follow the will-o'-the-wisps, known as the word method, *alias* the English look-and-say method, the meretricious sentence method, and the stupefying alphabetic method, that are annually luring so many thousands of the children of the poor who can spend so little time at school into the quagmire of helplessness.

I speak plainly but in all kindness. Almost daily I meet some of my old pupils in Raleigh who might have been taught while in my schools to read English literature fluently, but who left us without that power. I shudder to think of their dark future, for he who never can know any of the joys of an intellectual life has lost the better part of life itself. Let us sweep away the rubbish that accumulated in the schools long before our birth, for the existence of which we are in no wise responsible, and open wide the doors and let Nature have full sway again. When men get lost in the woods they make true progress, not by trudging still further into the gloomy forest, but in retracing their steps until they place them firmly in the broad highway once more.

But some who clearly recognize the correctness of the principle will say that a philosophical method can never be applied to the teaching of such an unphilosophical language as English, at least without a cumbersome system of diacritical marks, which are to be sedulously avoided with young children. This was my stumbling block for years, I confess frankly, but careful investigation of the facts of the language forced me, against preconceived opinions and in spite of my teachers, to the conclusion that our language, as a language, has been constantly misrepresented if not slandered. Our orthography is bad enough—worse than that of any other language probably in the world, and I would not hide or gloss over a single one of its glaring defects. There are so many irregularities that there is a crying need for a thorough revision. But notwithstanding all this, the great majority of our syllables are still perfectly regular. There is not, indeed, a perfectly regular language in the world. Therefore we might say that there could be no philosophical method employed in teaching any language. *Rough, through, dough, cough, fought*, are no more representative English words than *bat, fat, hat, mat, pat, sat*. Looking at the first list alone, we might declare that the whole language is altogether arbitrary—absolutely without reason or rhyme. Looking at the second list, we could say that our language is perfectly phonetic. The truth lies between the two extremes, much nearer the second proposition than the first. Unfortunately for the children of past ages many have seemed to take delight in emphasizing the unfortunate anomalies of the language while they have studiously avoided any reference to the thousands of words that are phonetic.

Any teacher who will take the trouble to gather together his facts, will find that more than nine-tenths of our syllables can be taught by sound, that in not one case in ten will his help be needed by the child in

spelling out words by sound. Unfortunately our language contains between one hundred and two hundred common words, necessary in every child's vocabulary, that cannot be made out by sound. Some of these words are *you, cousin, enough, shoe, friend, busy, bury, broad, whom, whose, give, break, people*. Were it not for the irregularity of these words, small, comparatively, in number, I doubt if teachers of other generations would even have dared, for the sake of saving their throats a little inconvenience, to abandon the natural method of teaching reading. But for these words, public sentiment would long ago have demanded the restoration of the natural method. Shall we waste two precious years of every child's life and millions of dollars annually of public money because of the presence in our language of these miserable relics of barbarism and ignorance, which, perplexing as they are, can be mastered in a week or a fortnight?

Let teachers at first attempt to teach children to read only such words as contain the regular short sound of the vowels, then those that contain the long sound before final *e*, then those that contain the vowel sound modified by *r*, and then those that contain the regular sound of the diphthongs. After this, immediately before taking up the easiest English classics, let one hundred or more common words that contain irregular vowel sounds be taught.

Any lesson in a second reader, never before seen, should be read by sight by any child of fair ability who has had eight months' schooling. In fact, there is no reason why children six years of age, with one year's schooling, should not know 2,500 words. The same number learned during the second year gives the child a vocabulary of 5,000 words, a number sufficiently large to admit of rapid progress in the study of our literature during the third school year.

Let us bear in mind constantly the short time spent in school by the children of the masses. Let us ever look this question, forbidding as it is, squarely in the face, and strain every resource to arm these little unfortunates as fully as we can before they enter (as they are doomed so soon to do) the terrible struggle of bread-winning, which is becoming fiercer and bitterer with the light of each new day. If we consume all the time that the children of the masses remain under our tuition in teaching them to spell and read but indifferently, they will have gained in school neither knowledge nor the means whereby knowledge may be procured.

But if we can teach them in half the time they are able to attend our schools how to read with ease, we will have one or two precious years left for culture. The glimpse of a higher life that they can then obtain will be an inspiration to many long after school days are over. Tell me what a man reads and I will tell you what manner of man he is, has long since passed into a proverb. As a man reads so he thinks, and as a man thinketh, so is he. Right thinking is the first step toward right living, which is but another name for right doing or righteousness. Ruskin has

well said that the social position which every man occupies in the society of the living is ultimately dependent upon the position which he deliberately chooses to take in the society of the dead. The base-born scholar Erasmus became the honored guest at the most polished courts of Europe. He who has won admittance to the glorious aristocracy that has created the literature of the world, can easily overleap all barriers of place and caste and blood. He who is an intimate with Burns and Whittier, the plow-boys; with Johnson, the child of the keeper of a book-stall; with Goldsmith, whose only patrimony from Ireland, as he himself pathetically tells us, was his brogue and his blunders; with Lamb, the charity scholar of the Blue-coat school; with Franklin, the son of the tallow-chandler, has letters of introduction that will prove an open sesame to the best society on earth. No intellectual or moral height is unattainable to the boy who has learned from Scott's story of Jennie Deans to love the truth better than life itself; who has been taught by the golden-hearted Thackeray to hate treachery and baseness with all his soul; who has gazed with wet eyes and sympathetic heart with Victor Hugo upon the wretchedness of the multitudes more sinned against than sinning; who has followed with Dickens, Tom Pinch and Sidney Carton and Paul Dombey and Little Nell through all the trials of life to immortality. Nothing is impossible for the child whose eyes have been trained to observe the beauties of the world about him and whose ears have been attuned to the divine songs of David and Isaiah, and Homer and Tennyson, and who can construe language well enough to understand, without the aid of prejudiced expounders, the glorious story of absolute self-abnegation as typified in the beautiful life and god-like death of Jesus of Nazareth, the Redeemer of the world.

Teach all our North Carolina boys and girls to read fluently before the age of nine is reached, and you will soon see ushered in the dawn of a brighter day for this great State. Take these little people gently by the hand and lead them into the green fields and by the still waters of the sweetest literature of the world, of which they are by birthright the legal heirs. When teachers determine in their hearts to do this thing, the clouds that have hung so long over our beloved Southland will vanish like mists before the rising sun. You will have a powerful coadjutor in the great printing machines now being perfected and coming into market that will make books so cheap that the printed pages will fall from them like "leaves that strew the vale of Vallombrosa." And in the course of time it shall be literally fulfilled, as it was spoken by Daniel the Prophet:

"Many shall run to and fro, and knowledge shall be increased. And they that be wise shall shine as the firmament, and they that turn many to righteousness as the stars forever and ever."

Mr. Brinson suggested that means be taken to place this splendid paper before the people of the State.

Mr. E. E. Smith, of Atlanta, Georgia, rose to ask Mr. Moses several questions. He wished to know if Mr. Moses intended it to be understood that in teaching a child to read, the phonic method ought to be used entirely and absolutely. He asked if the parent should use that method in teaching the child ordinary words of every-day use, such as the word cat? Should the child be told that the name of the animal is cat, or should he be given the sounds? Whatever method is best in school ought to be best in the home. His little girl takes great delight in finding letters and asking their names and then looking for others like them. Must he stop telling her the names of the letters, and is she never to learn them? He requested Mr. Moses to enlarge on these points.

Mr. Moses replied that the word "cat" was never formed from elementary sounds. The animal was merely called cat without reference to any sounds. The signs were given to the sounds for purposes of communication by writing. It is right to teach the spoken word by word of mouth. He thought that the names of the letters ought to be known, just as the names of tools are known. What good would come from calling the names of the tools over every day without putting the tools to use? The first thing to be done when the child enters school, is to see that he pronounces his words plainly. Many of them cannot pronounce their own names. The next thing to be done is to give them the elementary sounds of the words and then the characters representing the sounds. That is all there would be in learning to read if the language were regular. Many stories can be told using these perfectly regular words, and they will assist in teaching these words. The printed word is nothing in the world like the spoken word, because the letters were made to represent elementary sounds and not combinations of the sounds. The combinations of letters were not made to represent words.

Miss Eliza Pool, principal of Murphey School, Raleigh, being introduced, submitted a paper on "Primary Spelling," which by its strength and excellence called forth prolonged applause. She said:

Whatever may be your method of teaching the form of words, let us insist at the very outset that strict attention be paid to the *meaning* of every word contained in the spelling lesson. It is always "the letter that killeth, but the spirit that giveth life." What is the value of a word without its meaning? A mechanical naming of letters and pronouncing words not understood may make a show at examinations, thereby pleasing teachers and parents, but of real gain there's none. We want our words to use. We can all recall words used in such a way as to provoke a smile. A colored man upon being told to make a fire one cool day said, "I suppose you want a little stationary fire." Another one said, "I'm glad you are going to get married, sir; its a mighty good thing to get your mind civilized down to one gal."

It will not do to take for granted that a child knows the simplest word. I asked one day the meaning of harper. One girl said it was something made of bushes; another that it was a place where ships anchored. Milky Way was defined an easy road, and I was given this sentence, "I rode down the Milky Way." Ajar—on high. "The bird flew ajar."

Be sure the word is used in a sentence. The dictionary is a poor guide for a child. I remember species was defined kind, and when I asked for a sentence, I was told that Pattie was a very species girl. "Lull—pause. The cat has four lulls." "Amputate—to cut off. The girl will amputate her bang." "Lacerated—torn. Mary has lacerated her dress." "Amphibious—living on land or water. My uncle is amphibious." Try your class and see for yourself how few words a child can define and use correctly.

Trace each word as far as you can. Our ordinary words often contain much that is interesting. I've never yet seen a child who did not enjoy tracing, with the teacher's help, words from one meaning to another. For instance, when I told a class that rostrum was from a Latin word meaning the beak of a bird; that there was a raised place in the forum for speakers, called rostrum, because it was ornamented with the prows of ships taken from their enemies, and that the prows were called *rostra* because they were shaped like beaks, the girls were much pleased, and they enjoyed finding the tulip came from a Persian word, *dulband*, meaning turban, *dulband* becoming *tulipe* in French, whence our tulip.

The several pronunciations must be taught. As it is correct to say *demonstrate* and *demonstrate*, teach *demonstrate* and *demonstrate*. As *either*, *either*, *neither*, *neither* are correct, teach them. Then you'll be saved making a mistake made by a very intelligent young man. He

was laughing at a fellow student who, in a speech, spoke of the fall of Sennacherib. The Doctor said, "We called him 'old Sennacherib' the rest of the term. Those boys laughed a little bit too soon, for Sennacherib is as correct as Sennacherib."

Skip all uncommon words as syzygy, scliretinite, and malacopterygious. Life is too short for the majority of us to learn such words. "The game is not worth the candle."

We come now to the discussion of the most difficult phase of our subject—the teaching of the *forms* of English words. Not long ago I passed by two little ragged darkies on the street. One was quite busy drawing with a stick upon the sand. The other was listening with eagerness as the first made a mark and said, "That stands for *t*, and this for *o*, and this for *p*. T-o-p. What's that?" "Wy dat's er top, sho."

I saw at once he was teaching signs for sounds, and in fancy I went back to men long ago, making rude attempts to communicate with each other by means of arbitrary signs. I could almost hear savage A say to savage B, "Look! I've found that when I talk each word is made of more than one sound. When I say hut, I say h-u-t. I can make a sign for *h*, one for *u*, and one for *t*, and then you'll know what I mean when you see the signs."

It is needless to attempt a history of the origin of the language. Comparative philology is a new science. A scientific knowledge of the sounds of letters is scarcely two centuries old, and therefore extremely incomplete and confined to very few nations. But we have a wonderful language—thousands of words—words that express the most beautiful shades of meaning, and public opinion demands that these words be spelled by the standard set up by Dr. Samuel Johnson—not to spell like Dr. J. is worse than a crime.

In order to spell any regular word we should have a correct pronunciation, the word should be separated into its elementary sounds and we must know the character for each sound. This would be all if we had a perfect language. But our language is far from perfect. Take the word silly, teach a child the characters for each sound, then give him the word city. If he has any sense at all, he will make the same character to represent the first sound in both words. Take the long *a* sound. I am taught that the character *a* with *e* final, represents long *a*. I write *late* and feel happy at my increased knowledge. I wish to write play, they, yea, freight, train and bouquet. I write *plae*, *thae*, *yae*, *frate*, *trane*, *bouquae*, and am told that *ay*, *ey*, *ea*, *ei*, *ai*, *et*, &c., &c., represent long *a*. I am puzzled, but not in despair, till I try to spell scissors, and am told by A. J. Ellis, the distinguished spelling reformer, that it can be spelled 58,365,440 ways and still have analogies justifying each combination. Then I no longer wonder that "the whining school-boy, with satchel and shining morning face, creeps like a snail unwillingly to school."

The notion that words are not letters but sounds, has been almost

forgotten by English speaking people. The vital part of a word is in the sound, not in the dress it wears. Our written words should be faithful pictures of our spoken words. Garlanda says, "English spelling is the greatest monument of stupidity that the history of language shows us." Prof. Whitney, of Yale, speaks of the monstrous spelling of the English language. The fact that we are never quite sure of the pronunciation of a new word that we have seen in print and not heard pronounced, or of the spelling of a word that we've heard and not seen in print, is enough to prove the capricious and illogical character of our orthography.

When a foreigner, with deathless devotion in his eyes, bends toward his lady love saying, "I'll *lofe* you always. We'll both be *lofers* all our lives," the lady, instead of laughing, should be humiliated at our abominable spelling, which does not convey at once and of itself the sound of the word. The more I study our absurd language, the more respect I have for a man I once knew who spelled wife *y f*. He was a genius in a way.

Has our spelling always been so irregular? No. In the time of Chaucer it was nearly phonetic, and as the pronunciation varied in different localities the spelling varied with it. Printing brought about a uniformity of spelling, but it was not until Samuel Johnson published his dictionary that our present spelling was universally received. Johnson was by no means a philologist, even according to the crude and rudimentary knowledge of his day, therefore he produced a very pernicious work, and thanks to him we have the worst spelling to be found in any cultivated tongue that ever existed. Horne Tooke says Johnson's dictionary is a disgrace to the English people, and that his system is unscientific and vicious. His spelling is in no sense a guide to pronunciation, which is its only proper office.

Brander Mathews says that the leading philologists of Great Britain and the United States have repeatedly denounced English spelling as it is on both sides of the Atlantic; that Prof. Max Müller, of Oxford, is no less emphatic than Prof. Whitney, of Yale, that there is *now living no scholar of any repute* who any longer defends the orthodox and ordinary spelling of the English language.

Prof. Lounsbury says: "There is certainly nothing more contemptible than our English spelling, unless it be the reasons usually given for clinging to it."

Prof. Whitney says: "There is one dominant practical reason for a reform in our orthography, and it is this, the immense waste of time and effort involved in learning the present irregular spelling. It is the generations of children to come who appeal to us to save them from the affliction which we have endured and forgotten. It has been calculated over and over again how many years are, on an average, thrown away in the education of every child in memorizing that intricate tangle of

rules and exceptions which constitute English so-called orthography, and how many millions of money are wasted in the process on each generation ; and it has been pointed out how imperfect is the result reached ; how many learners never get out of the stage of trying to learn to spell, and how the first step in education, reading, could be successfully taken if we had a purely phonetic way of writing. How many grow puzzled over this dreadful difficulty at the outset and lose courage and inclination to go further, perhaps even teachers do not fully realize. This, then, it seems to me, is the positive thing to be insisted on and strengthened by new testimonies and statistics, and pressed home upon the unbelieving and careless, and brought to the full realization of those whose imagination is too sluggish to let them see it for themselves. This is the reformer's offensive weapon ; elsewhere he may fairly stand on the defensive, simply warding off the objection urged against his work from the various points of view of the conservatives who are quite unaware that they are conservative purely, and fancy that they have great principles to defend."

Max Müller says: "The question, then, that will have to be answered sooner or later, is this: Can this unsystematic system of spelling English be allowed to go on forever? Is every English child to be mulcted in two or three years of his life in order to learn it? Are the lower classes to go through school without learning to read and write their own language intelligently? And is the country to pay millions every year for this utter failure of national education? I do not believe that such a state of things will be allowed to go on forever, particularly as a remedy is at hand. I consider that the sooner it is taken in hand the better. There is a motive power behind these phonetic reformers which Archbishop Trench has hardly taken into account. I mean the misery endured by millions of children at schools who might learn in one year, and with real advantage to themselves, what they now require four or five years to learn, and seldom succeed in learning after all."

Andrew D. White, of Cornell, writes: "Two main reasons for the reform strike my mind very forcibly. These are:

"*First.* The fearful waste of time on the part of millions of our children in learning the most illogical mode of spelling, probably, that this world has ever seen ; the only result being to weary them of books and to blunt their reasoning faculties.

"*Second.* The barrier which our present system establishes against the most important agent in the rapid civilization and Christianization of the world. The grammar of our English tongue is probably the simplest and easiest known among civilized nations ; so much so that for a long time it was accepted that the English language had no grammar. Our language is spreading among the cultured classes in all parts of the world, but what is more important, it is beginning to take possession of the vast semi-civilized or barbarous nations of the East—China, Japan,

India, and the islands of the Pacific. I have no doubt that were the English orthography simplified, the English language would within a generation or two become the business language of the most active part of all these great nations. The effect of sending out 100,000 missionaries would be but slight compared with what would be accomplished if our language were thus spread among these nations and they were thus opened to the treasures of Christianity and the civilizing thought contained in it. These are the two things which I see in the matter, and I rejoice that the leading philologists, as well as all thoughtful practical men, are all ranged on one side."

Spelling reform aims at the suppression of all needless or arbitrary letters. Most of the recognized authorities in linguistic science in England and the United States are members of the Philological Society of London or the American Philological Association, and some of the most eminent scholars of the two countries will be recognized among the officers of the Spelling Reform Association. The President is Francis A. March, LaFayette College, East Pennsylvania. The Vice-Presidents are: Max Müller, of Oxford; Prof. Skeat, of Cambridge, author of Dictionary; J. A. H. Murray, of Oxford, editor of the great new Historical Dictionary; W. D. Whitney, of Yale; Prof. F. J. Child, Harvard; Prof. Crawford H. Toy, Harvard; Hon. Wm. T. Harris, Commissioner of Education; President Barnard, of Columbia College, and that great Southern scholar, Thos. R. Price, formerly of the University of Virginia, now of Columbia. Add to these officers such names as Furnival, Peile, Sayce, Sweet, Gladstone, Trumbull, Crosby, Harkness, and the Professors of about fifty leading colleges, and we are obliged to admit that their opinion is not to be ignored.

Southern scholars have repeatedly joined with philologists of the North and of England in favor of a reform. "About 1878 the Faculty of the University of Mississippi appointed a committee of the professors to consider the propriety of uniting with other educational bodies for the appointment of a commission whose duty it shall be to inquire into and report upon the desirability of attempting to simplify the English spelling." The committee met and the report to the Faculty concludes with the following resolution:

"*Resolved*, That the irregular spelling of the English language is a serious hindrance in learning to read and write, and is one of the causes of the alarming illiteracy in our country; that it is desirable to request our Legislatures, State and National, to appoint commissioners to investigate the matter and report what means, if any, can be taken to simplify our spelling."

It will thus be seen that the advocates of spelling reform say that our alphabet is redundant, defective, and inconsistent; that spelling hinders people from becoming readers by the length of time it takes to learn, and by the dislike to reading it induces; that it hinders civilization and

Christianity, and that there are millions of dollars that might be saved in printing, &c. If the reform were adopted, fifteen per cent. of the cost of typesetting, of presswork and paper would be saved.

Many grown people of fair pretensions cannot write a very long letter without making a mistake in the spelling of some word. Dr. Morrell, one of the English inspectors of schools, reports that ninety-five per cent. of the candidates in the civil service examinations in Great Britain owed their failure to bad spelling. Dr. Hagar compiled the results of the examinations of one thousand candidates for admission to a State Normal School in Massachusetts. They proposed to become teachers, and yet they averaged only eighty per cent. on spelling. This shows fairly the obstacle in the way of scholarship, for to reach a high degree of excellence many years must be spent in study, and much practice given to writing difficult words, and just so much time taken from history, science, &c. Children in France, about fourteen or sixteen years of age, are two years in advance of the pupils of the same age in the United States, and only because their language is not so irregular. In Italy, Germany, Spain and Holland a child can spell almost any word he hears, or pronounce any word he sees after he is familiar with the powers of the letters of the alphabet. A foreigner spends very little time learning to read his own language, but must spend years to learn ours, and, worst of all, learning ours is only an exercise of the memory.

The principal objection urged against phonetic writing is, that it would obscure the derivation of the word. But the traces of etymology preserved in the present spelling are so imperfect and inconsistent as to be of little value. There are millions of people in our own country who know nothing of etymology. Why deprive them of the pleasure of knowing Holmes, Emerson, Geo. Eliot, Dickens, Thackeray and Ruskin, because a few educated men in cloisters wish to save themselves a little trouble in tracing out the origin of words? Why lay a burden upon the *many* for the benefit of a *few*? Besides, very careful investigation on the part of leading philologists has shown that these historic clues do not so much show the real derivation of the word, as they do the attempts of the ignorant schoolmasters of the 17th and 18th centuries to show by the forms of spelling such derivations as were commonly supposed to be historical. Prof. Hadley, of Yale, has declared "Our spelling is often an untrustworthy guide to etymology." It is undoubtedly true that a strictly phonetic spelling would indicate the history of the word more accurately than the ordinary spelling. The Norman adventurers did not know Anglo-Saxon, and they patched up words that they could hardly pronounce, with queer combinations of letters that hid the real history.

Prof. Max Müller said that "if our spelling followed the pronunciation of words, it would in reality be of greater help to the critical students of language than the present uncertain, unscientific mode of

writing." The *h* in rhyme, *ue* in tongue, *mp* in comptroller, *g* in sovereign, *c* in scent and *s* in island are altogether misleading, and so with many others.

Ambiguity has led men away from the natural method of spelling to an artificial one, from learning words through the sense of sound to learning words through the sense of sight. But unscientific as our spelling is, only a very small per cent. need be learned by sight. How can it be learned through the ear? By teaching a symbol for each elementary sound and requiring children at first to spell such words only as this scheme fits; *e. g.*, for the vowel sound long *o* teach *o* with *e* final. This will enable pupils to spell without ever having seen them, such words as bone, cone, stove, home, hose, tone, more, lone, shore, and core, but not door. Select for the long *e* sound *ee*. This teaches feed, fleet, creep, flee, tree, deed, sweet, need, steed, and heed, but not machine. What, then, is the good of all this? Why not carry a lame man in your buggy as far as you can, rather than make him walk all the way? The words must be selected with great care. Use for the ear all the regular words that you can. The rest, like door and machine, must be learned by the eye, a burden to the memory.

Teach the children the first day of school to speak. Half of them speak a patois. When they have learned to speak, teach them to separate the spoken word into its elements; begin with very short words like no, Joe, hoe, toe, row, &c. Then take words of three sounds, like mat, fat, fan, man, hat, &c.. to separate. Now you are ready to print or write. Take hat. Separate into elements of sound. Show the character for *h* and tell them for convenience its name; show character for *a* and tell its name; show character for *t* and tell its name. Then require children to copy these characters one at a time as they give the sound. Introduce the word bat. Show character for *b*, tell its name, require pupils to copy. Then write again character for *a*, and then for *t*. You have taught the spelling by sound of two words, then go to mat, fat, &c. You can teach fifty monosyllables with the vowel sound *a*. Then teach the spelling of fifty with *e*, as hen, pen, ten, &c.; then fifty with *i*, as pin, tin, hit, fit, &c.; then fifty with *o*, as not, hot, &c. Proceed till a character has been given for each of the seventeen vowel sounds.

The advantages are twofold. The time is used more profitably, for a child six years of age can learn one thousand words in three months, and the children are learning by their own efforts and are happier. Children should be allowed the pleasure of helping themselves forward in an intelligent and conscientious way.

Scientific teaching is only just beginning to take firm hold in our country. Great reforms move slowly. It has been three hundred years since God sent his noble, faithful servant Comenius to work out a reform among His children in the schools of Europe. Here is a picture of their condition then: "They are the terror of boys, the slaughter-

houses of the mind; places where a hatred of literature and of books is contracted; where ten years or more are spent in learning what might be acquired in one; where what ought to be poured in gently is violently forced in and beaten in." You *know* things are better now, for noble men, following the way that he blazed out, have proven that though there be no royal road to learning, yet it can be made, if *we* will but do *our* part, a way of pleasantness and a path of peace on which little children may gather fragrant flowers and delicious fruits.

" There are great truths that pitch their shining tents
Outside our walls, and though but dimly seen
In the gray dawn, they will be manifest
When the light widens into perfect day."

Mr. Brinson said that he had watched the papers along the line of spelling reform for several years. He was anxious to know the standpoint of the teachers present on that question, and suggested that a vote be taken in order to find out the sentiment of the Assembly. He said that if those who are now teaching should have to learn the language, they would say give them the easiest way. Though the present teachers would be obliged to unlearn some things and to learn others, yet they owe it to the children to give them the easiest way. By adopting the new spelling time would be saved. It would take less time to teach the language to the child, and he would have so much longer to reap the benefits. They would acquire a good education in a much shorter time.

Mr. Howell said that the kind of spelling now in use was not yet known by many of the older people, and it could hardly be expected that the children would learn it. He was willing to see the change and was anxious that the vote be taken. He thought that if the old people wished to stick to the old spelling they would be pardoned, and yet the children might adopt the new.

Captain Siler wished to ask a question as to the matter of reformed spelling. How can we review on this phonic system? How can the child find the right pronunciation of the word? The person who pronounced it may be gone,

and the child will not have him to ask the pronunciation. In such a word as "phonic," how is it to be known whether it is pronounced *phōnic* or *phōnic*? He said that he could see but very little difference between the two systems, because the letters had always been used to represent the sounds.

Mr. Moses said that there is no doubt about spelling reform coming, for it is already here. In the Appendix to the Century Dictionary the word *love* is spelled *luv*, and in Funk & Wagnall's Standard Dictionary it is so spelled in the body of the dictionary. In answer to the question asked, he said that diacritical marks ought to be used when necessary. In the word "careful," the final *e* is there and final *e* makes the preceding vowel long. It does not always do so, and the child does not understand the pronunciation of the word.

Dr. Lewis said that reform spelling is progressing. He remembered a whipping he had received for spelling a word a certain way. The word is now in the dictionary spelled as he spelled it on that occasion.

Mr. Britton pronounced himself against reformed spelling. He said that he felt the words dearest to him would be taken from him. It is hard to feel that he would lose the words "mother" and "friend." To him, linked with the words of the English language were dear associations, and love tones appealed to him from the printed page. He spoke of the change that would come in the spelling of the names of the cities and in the names of persons, and how the charm around these names would be lost with this change. With the change in spelling much of the generic meaning of the words would be lost. You could not go back to the old Latin forms from which they are derived. In regard to the pronunciation, he was sure that the diacritical marks should not be left off in any word. He endorses Miss Pool's remarks about teaching the meaning

of the words as connected with the spelling lessons. He had had very bad mistakes occur among his pupils.

Mr. Moses remarked that he felt that in changing the spelling of a word no feature of the meaning of the word would be changed. Such words as "mother" "and friend" would convey as deep a feeling to him spelled differently, for his remembrance of his mother and friends would remain the same.

Mr. C. B. Toms, Superintendent of City Schools, Durham, introduced the following resolution, which was referred to the Committee on Resolutions:

Resolved, That this Association approve the reformed spelling as recommended by the American Philological Association.

The meeting adjourned to 8:30 P. M.

EVENING SESSION.

After the audience had assembled, Miss Cornie Petty, of Manly, sang a solo in her own charming style, which always gives great pleasure to her hearers.

President Hobgood then delivered his annual address as follows:

I propose to speak briefly on some lessons from the life of Arnold of Rugby, in the estimation of the world at large a life uneventful but useful, and to teachers especially full of interest.

Thomas Arnold was born on the Isle of Wight in 1795. His preparation for the University was made at Winchester, where he remained four years, obtaining an experience in public school life that years afterwards was to be of great service to him as Head-master of Rugby. His University education was obtained at Oxford. Here he distinguished himself by his scholarship and by the boldness with which he proclaimed his liberal opinions. His first teaching was at Laleham, where he had a few pupils in preparation for the University. His life here was full of quiet happiness, and it the more thoroughly prepared him for the high and responsible duties that devolved upon him at Rugby, to the head-

mastership of which he was called in 1827, remaining there till his death fourteen years later.

He filled worthily the high station to which he was called. He *felt* its responsibilities, and in all his life was actuated by a high sense of duty. Judged by the highest standards, those of Heaven, he lived an eminently successful life, and secured fame, such as has come to but few men. He was engaged for twenty-five years in one of the noblest callings—a calling worthy of the highest talents and of *consecrated* hearts; for, as Socrates says, “No man goeth about a more godlier purpose than he that is mindful of the good bringing up both of his own and other men’s children.”

Now what were the qualities that enabled him to achieve success?

In the first place, he had thoroughly prepared himself for his work. He secured the best education possible to him. He spent many years in sharpening his tools, and was a diligent student after he entered upon his profession. He was not satisfied with present attainments, and knew that there could be no stationary point in one’s mental development, and that the only preventive remedy of mental palsy was the acquisition of fresh knowledge. He found time even in a very busy life for a large correspondence on a variety of subjects, and for writing history and editing the *classics*. He said, as you all know, that having taught *Livy* to the fourteenth *class*, he then felt competent to teach it.

The lesson of thorough preparation is essential to all. If one is eloquent in that only which he thoroughly knows, the teacher who would enable his pupil to see clearly and distinctly must himself have clear and distinct knowledge. He cannot by high sounding words cover up his defects. The Rev. Mr. Veal, in “Vanity Fair,” used to say to little George, “I observed on my return home from taking the indulgence of an evening’s scientific conversation with my excellent friend, Dr. Bulders, a true archæologist, that the windows of your venerated grandfather’s almost *princely mansion in Russell Square*, were illuminated as if for the purposes of festivity. Am I right in my conjecture, that Mr. Osborne entertained a society of chosen spirits around his sumptuous board last night?” Little George, who had found out the weakness of his teacher, and could successfully imitate him, replied that Mr. Veal was quite correct in his surmises. And Dr. Blimber, the father, you know, of Cornelia, who was charged with the duty of “bringing on” little Dombey, used to look about him as if saying, “Can any one have the goodness to indicate any subject in any direction on which I am uninformed? I rather think not.” If a teacher has anything to say, he should say it in the language of this world.

In the second place, Arnold had great patience, *cultivated*, however; for naturally he was an impatient, nervous man. Once he lost patience and spoke sharply to a dull plodding boy, who looked up and said, “Why do you speak angrily, sir? Indeed, I am doing the best I can.”

Years afterwards he used to tell the story to his children and said, "I never felt so ashamed in my life. That look and that speech I have never forgotten." What teacher has not had a similar experience? And yet Arnold could say afterwards, "If there be one thing on earth truly admirable, it is to see God's wisdom blessing an inferiority of natural powers, where they have been honestly, zealously and truly cultivated." Thus he learned the lesson of patience, and yet I am sure we all can forgive him for having afterwards on one occasion lost it, when he floored the boy who translated the famous sentence, "*Lupus triste stabulis*," by the "sorrowful wolf." It is the dull pupil of the class that makes us conscious of having nerves, but he is the one you have to reckon with. The speed of Diomedes's racers was that of the slowest. He was the one that had to be urged on.

Arnold had firmness and carried this quality into the government of the school. He found many *vicious customs* prevailing at Rugby. These he put down with a strong hand, but, as far as possible, he respected the traditions of the place. Some of these customs were removed and others quietly substituted in their place. In all his management he showed common sense and sympathy with the nature of boys. In every way he encouraged manly practices, cricket, football, hare and hounds, and frequently himself entered heartily into these games. The picture drawn of his life at Laleham is a pleasing one to look on. Out of school hours he made his pupils his companions, and would accompany them in their walks through the fields and forests, and take a plunge with them into the river. What influence such freedom of intercourse between teacher and pupils gives; what opportunities, when all reserve is removed, of finding out the character of your pupils; of knowing their strong and weak points! Such freedom has existed between all great teachers and their pupils. Such, I doubt not, was the relation between Plato and his; such we know existed between Agassiz and his. A man without a sympathetic nature may *instruct* but he cannot *teach*.

Arnold loved to teach, and magnified his office. Born, not made, is true of the great teacher as of the great men of every sort. Unless you feel called from heaven, you would better not enter upon this work; and those now in it for the "loaves and fishes" would better go at something else. It is a high and holy calling, and full of opportunities for usefulness. It runs near and parallel to the holiest calling. "The teacher is a dresser in a moral and mental vineyard." "The true teacher's genius inclines him with delight to his profession," says Thomas Fuller. *Froebel* says of himself, "The very first time I found myself before thirty or forty boys I felt myself perfectly at home. In fact, I perceived that I had at last found my long-missed element, and I wrote to my brother that I was as well pleased as a fish in the water. I was inexpressibly happy." What but the love of teaching could have held to their work, amid poverty, neglect and suffering, Pestalozzi, Froebel

and other educational reformers of the past. These, and all other true teachers, like Agassiz, cannot be turned aside by offers of gold. They feel, Woe to me if I teach not. The spirit of Pestalozzi commends itself to us. He had been invited by Napoleon to visit him with reference to introducing his methods into the French schools; but Napoleon was busy and referred him to his Minister of Education. On his return home, Pestalozzi was asked by his neighbors whether he saw Napoleon. "No," he replied, "and Napoleon did not see me." This reply quite took away the breath of his contemporaries, but who would not rather have Pestalozzi's fame than Napoleon's, and Pestalozzi's rewards above the skies, for many things ring through the earth that are not heard of above the stars.

It is interesting in reading Arnold's correspondence with his old students to find how abiding was his interest in their welfare, and how keen his pleasure in their success. They constantly visited him and spent days and weeks with him. There is a bond of sympathy between teacher and pupil that neither time nor distance can weaken. This is one of the rewards of our profession—our pleasure in the welfare of those whom we have taught. It is a very pure pleasure because unselfish—akin to that which one feels in the success of his children. It is an ennobling pleasure, too, for whatever tends to draw us away from ourselves is to be cherished. Tillotson says: "Men glory in raising great and magnificent structures, and find a secret pleasure to see sets of their own planting grow up and flourish; but it is a greater and more glorious work to build up a man, to see a youth of our own planting, from the small beginnings and advantages we have given him, to grow up into a considerable fortune, to take root in the world and to shoot up into such a height and spread his branches so wide that we who first planted him may ourselves find comfort and shelter under his shadow." And as Hannah Moore thanked Macauley for immortalizing her by a complimentary reference in his history of England to one of her works, so "the eminence of their scholars have commended the memories of their schoolmasters to *posterity*."

What Stanly says of his method of teaching is so good that I cannot forbear quoting it in full. "His whole method was founded on the principle of awakening the intellect of every boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible, enough to dispose of the difficulty, and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject." What Arnold said of the teaching of younger boys may not please all of this assembly. "It is a great mistake to

think that they should understand all they learn, for God has ordered that in youth the memory should act vigorously, independent of the understanding, whereas a man cannot usually recollect a thing unless he understands it."

But not by his intellectual attainments, however great; not by his firmness, tempered with gentleness; nor by his love of teaching; nor by his tact was he distinguished above his contemporary head-masters, and did he acquire a fame more lasting than theirs and accomplish a work more far-reaching than they; for in all these respects there were some his equals, and some his superiors. *That which gave to him success such as has come to but few teachers in the world's history was the all pervading religious element of his nature.* While a student at Oxford he had harrowing doubts as to the Divine origin of the Christian religion, as is the case with many a young man who has reached such a state of development of his mental powers that he questions everything, both in the physical and spiritual realms. But Arnold's disposition was to do his duty; and he soon knew of the doctrine that it was from God. Says a friend: "Having received his religious faith not by traditions, but as the result of an earnest, penetrating and honest examination of the evidence on which it rests, he held it with a steadfast grasp, and realized and felt it as a living, governing power. He did not often talk about his religious experiences, but no man could observe him for any length of time without feeling persuaded that, more than most men, he was directed by religious principles and feelings in all he did. His religion was co-extensive with his life. He came as near as possible to blotting out the distinction between the secular and religious. His constant prayer was that he might "labor with entire confidence in the Lord and none in himself." He lived much in the presence of the King, and his spiritual eyes were open to discern clearly between right and wrong. He often prayed the prayer of Socrates, "O, that I may grow beautiful within," and as far as he could he sanctified himself. If a heavenly messenger had announced to him that he must die the next week, as the North Carolina teacher who passed suddenly away last year said of himself, he would not materially have changed his life.

Such was the man who was called to be head-master of Rugby at a critical period of England's history, when irreligion and skepticism and immorality were like a huge wave sweeping over the land. A recent English writer divides the English public schools of this period into three classes—*bad, worse, worst*; and Rugby belonged to the last class. Those who have read "Tom Brown at Rugby" will feel that the criticism implied in these *divisions* is eminently just. Before Arnold's rule a high authority said: * * * "The tone of young men at the University, whether they came from Winchester, Eton, Rugby or Harrow, or wherever else, was universally irreligious. A religious undergraduate was very rare—very much laughed at when he appeared; and I think I

may confidently say, hardly to be found among public-school men." One of two things seems absolutely necessary, either to reform the system or abolish it altogether. So that Cowper's description of the schools of his day applies to those of this period:

"Thou would'st not, deaf to Nature's tenderest plea,
Turn him adrift upon a rolling sea;
Nor say: Go thither, conscious that there lay
A brood of asps or quicksands in his way.
Then only governed by the self-same rule
Of natural pity, send him not to school."

Such was the condition of Rugby when Arnold became head-master; and the task which he set before himself was this, as he wrote to a friend while a candidate: "I should like to try whether my notions of Christian education are really impracticable, whether our system of public schools has not in it some noble elements which under the blessings of the Spirit of all holiness and wisdom might produce fruit to eternal life." A little later he said: "But whether I shall be able to make the school what I want to make it—I do not mean wholly or perfectly, but in some degree—that is, an instrument of God's glory and of the everlasting good of those who come to it, that, indeed, is an awful anxiety."

Of my success in introducing a religious principle into education, I must be doubtful; it is my earnest wish, and I pray God it may be my constant labor; but to do this would be to succeed beyond all my hopes; it would be a happiness so great that I think the world would yield me nothing comparable to it. To do it, however imperfectly, would far more than repay twenty years of labor and anxiety." He held that "all the scholarship that ever man had was infinitely worthless in comparison with even a very humble degree of spiritual advancement."

Such was the purpose of his life; and to its accomplishment he consecrated his powers of body, mind and soul. His sermons preached before the school show how earnest and faithful he was in seeking the spiritual development of his pupils. His life, however, was that which most inclined them to paths of righteousness. His strict devotion to duty, his sense of justice, his hatred of wrongdoing, his abhorrence of evil, his tender sympathy, these gave him power, these reformed Rugby, and through Rugby the other public schools of England, and through them the Universities. To him might be applied Milton's lines:

"Among innumerable faults, unmoved,
Unshaken, unseduced, unterrified,
His loyalty he kept, his love, his zeal;
Nor numbers, nor example with him wrought
To swerve from truth or change his constant mind."

Did he succeed in his high endeavor? The following from the authority before quoted as to the condition of public schools, will show the change that came over them. "A most singular and striking change has come

upon our public schools—a change too great for any person to appreciate adequately who has not known them in both these times. This change is undoubtedly part of a general improvement of our generation in respect of piety and reverence; but I am sure that to Dr. Arnold's personal, earnest simplicity of purpose, strength of character, power of influence and piety which none who ever came near him could mistake or question, the carrying of this improvement into our schools is mainly attributable. He was the first. It soon began to be matter of observation to us in the University that his pupils brought quite a different character with them to Oxford than that which we knew elsewhere. They were thoughtful, manly-minded, conscious of duty and obligation when they first came to the University."

How helpful such an example to all. We may not have Arnold's opportunities for education, nor his tact in teaching and in governing, but we may purify our lives as he purified his; we may be guided in all our work by religious principles as he was; and we may strive as earnestly as he to transform the lives of our pupils and to lead them to a high and noble life.

He served as head-master only fourteen years, dying in the prime of life at the age of 47. He fell with his harness on. He had conducted the last examinations, had awarded the last prizes, had made out the last reports, and was preparing to leave for his summer home among the lakes for the long vacation, when the disease which had carried off his father suddenly took him away from the scenes which he so dearly loved. Some of the masters and students who had not left for their homes laid their teacher, their friend, their spiritual father and guide to rest beneath the Chancel in Rugby Chapel. Not much ado was made on earth that morning because of his death, but I think a very large company of the heavenly hosts accompanied him to the seat of the Great Judge, who gave him the welcome plaudit, "Well done, good and faithful servant."

The visitor to Rugby Chapel now sees these beautiful lines by his son Matthew:

"O strong soul, by what shore
Tarriest thou now? For that force
Surely has not been left vain.
Somewhere, surely, afar
In the sounding labor-house vast
Of being is practiced that strength,
Zealous, beneficent, firm.

Yes, in some far shining sphere,
Conscious or not of the past
Still thou performest the word
Of the spirit in whom thou dost live
Prompt, unwearied as here.

Still thou upraisest with zeal
The humble good from the proud,
Sternly represses the bad.
Still like a trumpet dost rouse
Those who with half open eyes
Tread the border land dim
'Twixt vice and virtue ; reviv'st,
Succorest—this was thy work.
This was thy life upon earth.

But thou would'st not alone
Be saved, my Father! Alone
Conquer and come to thy goal
Leaving the rest in the wild.
Therefore to thee it was given
Many to save with thyself,
And at the end of thy days,
O faithful shepherd, to come
Bringing thy sheep in thy hand."

FOURTH DAY—SATURDAY, JUNE 23, 1894.

MORNING SESSION.

President Hobgood called the meeting to order.

Devotional exercises were conducted by Rev. P. D. Gold, of Wilson.

The report of the Programme Committee for the day was made and accepted.

The programme for the morning was the Intercollegiate Debate for the Assembly Gold Medal. The occasion was an intensely interesting one and had brought out a very large audience. The subject was, "*Resolved*, That great men make circumstances, and circumstances do not make great men." The rules governing the debate were read by the Secretary.

The debaters were Mr. J. E. Yates and C. M. Billings, of Wake Forest; T. A. Smoot and P. Stewart, of Trinity; and T. M. Ashe and C. W. Gold, of the Agricultural and Mechanical College.

The three judges chosen according to the rules were Chief Justice Shepherd, Mr. E. E. Smith, Atlanta, Ga., and Prof. Wm. Cain, of the University of North Carolina.

At the close of the debate the President complimented the young men upon the splendid manner in which they had acquitted themselves and the high character of the speeches.

By vote of the Assembly it was decided that the affirmative had won the contest, and it was announced that the report of the judges would be made at the evening session.

Adjournment to 8:30 P. M.

EVENING SESSION.

The medal to be awarded to the speaker who acquitted himself best in the Intercollegiate Debate was presented by Judge Shepherd to Mr. Plummer Stewart, the representative of Trinity College on the affirmative side of the question.

By special invitation, Captain W. B. Kendrick gave to the Assembly his original and entertaining lecture entitled "Ups and Downs of Wife-hunting."

FIFTH DAY—SUNDAY, JUNE 24, 1894.

MORNING.

Religious exercises were conducted by Dr. L. W. Crawford, of Trinity College, in the Assembly Hall at 11 o'clock.

At the close of the sermon a contribution was made of \$10.08 to be equally divided among the four orphan asylums of the State, and the amounts were handed to representatives who were present.

EVENING.

Rev. P. D. Gold, of Wilson, editor of "*Zion's Landmark*," conducted the religious exercises at 8:30 P. M.

SIXTH DAY—MONDAY, JUNE 25, 1894.

MORNING SESSION.

The meeting was called to order by President Hobgood. Devotional exercises were conducted by Dr. L. W. Crawford, of Trinity College.

A letter was read from Prof. E. A. Alderman, in which he stated that he would not be able to fill his engagement with the Assembly owing to great press of work.

Mr. Logan D. Howell was appointed on the Auditing Committee in the place of Prof. Alderman.

Mr. Britton read a letter to the Assembly suggesting that the Assembly should take in hand certain matters about the frostless region of the North Carolina mountains.

It was thought proper for the Assembly to take charge of the matter, and a committee was appointed to form some resolutions and report the next day.

The committee consisted of Mr. E. M. Koonce, Mr. E. E. Britton and Dr. L. W. Crawford.

Certain changes were submitted in the Constitution as to the time of election of officers, and the Executive Committee was instructed to consider the matter and report on the following day, and present resolutions embodying such changes.

In the absence of several members of the Executive Committee, Mr. E. M. Koonce, Mr. Logan D. Howell, Mr. J. Y. Joyner, Mr. Jas. Dinwiddie and Mr. F. S. Wilkinson were appointed *pro tem*.

EVENING SESSION.

Rev. L. T. Rightsell, President of Christian College at Ayden, read a paper on "American History." He said:

"Happy is the country that has no history" was said long ago, when the making of history was equivalent to the destruction of property, the

ruin of towns and territories, the shedding of blood, the violation of virtue, and all the horrors attending such. History, as written up to recent years, was currently defined to be a record of past events, and those events of the most gruesome and repulsive character. The historian of the past did not know such a thing as the people. He wrote of kings and their conquests and intrigues. He treated of the priesthood, always cunning, avaricious and despicable, although sanctimonious. The rise and downfall of empires, the struggle for supremacy between priest and king, the occasional uprisings of that despised something called the populace—these are the things in which the history of the past repeats itself.

The history of all the old countries begins in legend. Truth and falsehood are so intermingled that no mortal power can separate the one from the other. All the ancient nations claimed to be antochthones—derived from the soil. They were the first people who ever came into existence, and to them all other nations were barbarians, dogs. There was no such thing as international law dreamed of. No such thing as honor in their dealings with foreigners came into their minds. Faith must be kept with those of the same blood and nationality, but it was no virtue to keep it with a stranger. In writing the account of their wars and disputes, the historians always threw the favorable light upon the deeds and characters of their own friends, while scarcely deigning to credit the other side with either virtue or principles. The nations which gained the ascendancy in the past enjoyed their golden age of a few years' duration, then succumbed to internal corruption and dissensions, were dismembered and engulfed by younger and more vigorous powers, and became only memories dancing down the fleeting vistas of the centuries gone. A few kings, generals, poets and philosophers were the actors on the stage of these great national dramas; their parts were soon played; the last player made his exit and the curtain fell upon the final and awful scene of the mighty tragedy.

"There is the moral of all human tales;
'Tis but the same rehearsal of the past,
First freedom and then glory—when that fails
Wealth, vice, corruption and barbarism at last.
And history with all her volumes vast
Hath but one page."—BYRON.

If these words are true prophecy, then we know the future of our own country's history, and the picture is such as to make us wish to draw the curtain and shut out the prospect before us.

But history may not repeat itself. The ancient dictum may become a dead letter. The history of this country in the past has many features that mark it distinct from those of other lands. Greece and Rome planted many colonies on foreign shores, doing it for gain or for the political aggrandizement of the State. The American colonies were

founded by refugees fleeing from home, seeking freedom of religious worship or civil government, and were unnoticed until their cupidity awakened the growth of the mother country. In the meantime, along with their material growth, there had developed a brave, undaunted spirit, a distinct national character. This material growth, this development of the spirit of liberty, the rise of a distinctly American character, we can trace with an accuracy unknown to the historian of the old nations of the earth.

America was not discovered until the world was ready for it to be discovered. Eight hundred years ago Leif Ericson came to Vinland, but the world knew nothing of it, and his own country was too apathetic to keep the knowledge of his discovery fresh and profit by it. If this discovery had been heralded throughout the nations of Europe, it would have awakened but a faint interest. Those nations were then semi-barbarous, slumbering in the profound sleep of the dark ages, mentally and morally indifferent. Moreover, their constant wars, and their ignorance as to the development of natural resources, kept the population thinned down to a minimum, and prevented the overcrowding of recent years. If the existence of the continent of America had been known, there were no means of reaching it, no means of developing the physical resources there to be found. The world must wait until the revival of learning and the rejuvenation of the human mind made it possible for such a discovery to be appreciated and utilized.

The world was only getting ready for America to be discovered when Columbus accomplished the feat. Like all other great men, he was in advance of his times. Scholars, priests and potentates were entirely sure that his quest was a useless and a foolish one. It was more than one hundred years after his discovery that history began to be made on the continent of North America.

Virginia, which with its strategic advantages, has since become the dark and bloody ground of many a fierce battle, furnished the first site for a permanent settlement by that which was soon to become the dominant race of the world. The first colony was the speculation of a company. It proved a failure until the mercenary spirit died away, and men and women came with the purpose of building homes. The salubrious climate and fertile soil of this southern land were propitious to the founding of a State. Cavaliers in name and nominally loyal to the king of old England, her people were destined to be among the first to espouse the cause of independence, and from them went forth more statesmen, heroes and grand men than from any other one of the thirteen States.

Massachusetts came next with its stern Puritan morals and its devotion to education. It was God's providence that these people should be driven to land on that stern and rock-bound coast, so in keeping with themselves and their morals, rather than on some more propitious south-

ern strand, where there were more temptations to self-gratification and sensuality. After a lapse of nearly three centuries, let us look back with admiration upon them and their virtues, their love of learning, their unflinching stand for human liberty, and let us forget or ascribe to the times their religious intolerance and their superstition.

There was less enjoyment of life among them than among the gay cavaliers of the southern country; there more need of brain labor, of the husbanding of resources; perhaps they were more virtuous and more provident. They laid the foundation of a system of education which has never been surpassed.

William Penn, high-spirited but magnanimous and just, petitioned for a home for his harmless and peaceful followers; he expended his means to pacify both the rightful and nominal proprietors of the soil he acquired. Even the savages of the forest recognized his manliness and honor, and the "Woody Land of Penn," with its "City of Brotherly Love," enjoyed unexampled prosperity as time moved on. What a shame for England that in her blind folly she let go so many of her valuable and true-hearted toilers, whose genius and brains were needed at home. What a disgraceful tale to tell that when most in need of them she drove them from her shores!

Maryland became the home of the persecuted Catholics, upon whom the tables were now turned, and who were deprived of their natural and just rights by those who had before groaned under their oppression.

In Georgia the grandest man of all strove to establish an asylum for all of every nation, belief or opinion who might be persecuted. Others labored for self or sect or party, but he for universal mankind.

One hundred and sixty-eight years after the founding of Jamestown the united colonies were in arms against the mother country. But what of their growth in the meantime? What of the blending of the various elements which we have seen seeking different localities and inspired with different motives? These colonies had never been subject to Great Britain. This sentence may strike some with surprise. Nevertheless, it is true. The figure-head of a King 3,000 miles away, whom they had never seen, could not strike them with admiration or awe. His royal prerogatives and divine right were nothing to them. Their country was blessed with abundance of material wealth; and necessity, the mother of invention, had taught them to apply these things to their needs. The plenty of the land was not such as to induce luxury, dissipation and idleness, for they must toil for that which they received. The amenities of life did not degenerate into mere hollow forms and hypocrisy. Education had not become a quest for the ornamental and meretricious. The great merit of their educational system was that it was moral, yes, religious. No doubt it was practical, but we would emphasize the fact that morality and religion were the great things aimed at. Though kings and courtiers in the Old World were cultivating the frivolity, obscenity and corrupt systems of living which often hastened their

overthrow, their example found no imitation in the Western hemisphere. Literature was scarcely dreamed of. Yet no language affords a document that can rival in literary worth the Declaration of Independence, and no oratory is more impassioned, grand and chaste than that of Henry and the Adamises. Franklin could write in language adapted to the simplicity of the people words of advice and general instruction, that lived and continue to live—Literature as literature was not. But that the intellectual power was present, and that there were great minds in embryo, that the unhindered teachings of Nature were doing a great thing for the vigorous subjects with whom they came in contact, the subsequent century has abundantly demonstrated.

The men had not been trained as warriors. It is true they had been compelled to defend themselves against the savages, and they had borne the burden of supporting the claims of Great Britain on this continent, still it was not to be expected that they could match arms with the veteran warriors of the Old World. Nor did they prove by any means a match for the British in the Revolutionary struggle. Without the aid of the other nations of Europe, hereditary enemies of England, they would never have triumphed. It is not their prowess that we admire, but their independent spirit, the daring which induced them to cope with those so much mightier than they. It is ever the purpose, rather than the deed, we should look at. From Lexington to Yorktown there was a battle for principles, their fighting mere child's play in comparison with that of recent years, yet it was glorious. Year by year the colonies were becoming more closely united, the common interest of all were becoming more plainly apparent, the fact that this was a country was being demonstrated to her people, and love for that country was awakening in their hearts. Every epoch brings forward great men, whom Providence has prepared especially for that occasion. The Revolutionary period developed military and civil leaders whom the American people have never forgotten, and let us hope they never will forget them. These men were proud of their States. They learned to be proud of the States as a whole, of the United States. Their exclusiveness died away as they struggled shoulder to shoulder in a common cause.

Mutual jealousy for a long time prevented the needful union of the States. There was something done in the way of legislation, but there was no executive power. Congress could only recommend certain measures to the States, and the States were not likely to follow its recommendations as a whole. Confederations have existed in the world's history, and have afforded some instances of wise and successful government. What this country might have developed into under the old system we cannot guess; we cannot but think that the closer union which succeeded was providentially designed and accorded to us.

Washington—"the first, the last, the best,
The Cincinnati of the West
Whom envy dared not hate,"

affords a grand example of pure patriotism, unmixed with unworthy ambition. But, as regards patriotism and worth, our subsequent history has produced many who are his peers, though they take away no honor from him. Our century of national growth has been such that we are constrained to say, "See what God hath wrought." It has been crowded with glorious spectacles and mighty actors. Great issues have come to the front and have been combatted and advocated. These issues have been the means of developing parties in whom have existed leaders with great souls and high purposes. Our brief national history has produced a Jefferson, who believed in and practiced the simplest style of democracy; a Jackson, with his iron will and honest purpose; a Lincoln, the first representative of a great party; a Lee, who was loyal to his people and his State. Bancroft and others have told the story of our country in language worthy of the great subject. Our political institutions have aroused the genius of a DeToqueville, who came and studied and wrote of them. More of the great problems of human existence have come to the front, have been debated, advocated and combatted than in any other period of the world's history. Here we have an example of a race of men composed of many races, who were not too prejudiced to accept anything good and to profit by the Old World's experience. So we began our national existence with a written Constitution, in which is supposed to be embodied the political wisdom of the past. England's history has made her Constitution; our Constitution has made our history. True, that Constitution has been the subject of much dispute and debate. Angry clouds obscured our political sky, the lightnings have flashed and the thunder has rolled, and Peace has hidden her face in the presence of grim-visaged War; but after the storm we enjoy the pleasant light of a tranquil day.

It may not be wrong to say that our history thus far has not been written; that we are too near the events that have transpired to write and judge of them fairly; that what has already been written is a mere record of facts. Be this as it may, when the true history of our country shall be written it will, no doubt, show to the world a record of the grandest triumphs the human mind has achieved on the face of the globe. May the short history of our past be supplemented by an indefinite future period as pleasing to gaze upon as it shall be glorious.

SEVENTH DAY--TUESDAY, JUNE 26, 1894.

MORNING SESSION.

The meeting was called to order by the President, F. P. Hobgood.

Devotional exercises were conducted by Rev. J. C. Hiden, of Morehead City.

On motion, the order of the exercises for the day was changed, the transaction of business being placed after the Musical Contest, instead of before as usual.

The Secretary, having been constituted by the President Master of Ceremonies, read the rules governing the contest, and announced the programme of exercises.

Before the contest began there was a vocal solo by Miss Mary Boggs, of Catherine Lake.

Those who took part in the contest were Misses Sophia Martin, of Avoca; Jessie Fowler, of Statesville, and Blanche Murchison, of LaGrange.

The playing of these young ladies was exceedingly fine, and at the close of the contest there was a regular ovation of congratulations by the large number of friends who were present.

The judges were Misses M. A. Whitaker, E. D. Stephens and Mr. D. F. Wemyss.

At the conclusion of the Musical Contest the regular order of business was taken up, and the Executive Committee made a report and offered the following resolution:

Resolved, That the Constitution be amended in the section regarding election of officers by striking out "last" and inserting instead "first."

According to the Constitution, the amendment will lie over until to-morrow.

Dr. Chas. D. McIver called the attention of the Assembly to a special committee that was appointed at the last meeting of the Assembly, and to which was referred a communication from Mrs. Cotton in regard to the Virginia Dare Memorial Association. He said that Mrs. Cotton could present the matter better than the committee, and as she was in the audience he suggested that she be requested to elaborate her plan. She wishes to obtain from the

National Government an appropriation for the industrial education of women in an institution to be located at Raleigh.

Mrs. Cotton was asked to state her plan to the Assembly.

She said that the subject is of so much interest to the women of North Carolina and to women in general that she would feel that she had done them an injustice did she not speak a word for the plan. She had been pushing with all the energy she had for the last two years, and now came to the Assembly while the commemoration of historic events is so popular to the American mind, to impress the importance of this measure upon it. She was trying to impress upon the minds of the people the fact that the colonization of America had not received the attention which it deserved. The discovery of America is often commemorated, while the colonization, which was of really the greater importance, had been, as it were, forgotten. The development of the land by colonization certainly must have been of more importance than the mere discovery. The attempts of Raleigh at colonization are not merely North Carolina history; they are American history. That is what she wished to impress upon the people. This commemoration should take place, and she could see no better form for it to take than that it should be a benefit to women, who have so long struggled against so much. Whatever woman wishes the gentlemen are giving her; and Mrs. Cotton felt afraid, in this educational crisis which is overwhelming the country, she might be led into ultra education—she might become so educated that she would be led away from the home. We do not want her educated away from the home, away from the fireside. We want noble, high-bred, womanly mothers. In order to obtain that we must counteract the influence of all the sciences and such things. We want to give her such a basis of industrial education that she shall see the importance of

her home-life rising above all other life. She shall elevate it by being elevated to it. Woman and the home are of supreme importance to the life of a nation, and it seems that it may not be undignified for woman to be recognized in the educational world. It was thought well to come to the Teachers' Assembly for aid, as it is a large, well-organized educational body, and ask it to appoint a committee to coöperate with the Virginia Dare Association, which is a body of patriotic women, full of enthusiasm for their own South. The committee will be expected to work with other States, and to endeavor to secure the establishment of a national manual training school for girls through the Congress of the United States. This subject should be presented to Congress under the auspices of the National Educational Association of America. She wished the committee appointed to present the matter to that Association, and to get it to appoint a committee to present the matter to Congress. This would require a great deal of work, and she felt that it could not be in better hands than a committee from the Teachers' Assembly. She felt that women are insufficient for such an enterprise, and that the men must come forward and help them. She knew that the women of North Carolina would stand up and do their part. In view of the site of the school, she thought that it ought to be situated in Raleigh, as a recognition which the United States owes to the memory of the man who colonized the country, Sir Walter Raleigh. None more fitting could be paid him.

Dr. McIver suggested that the school should be called "Industrial" instead of "Mannal," for there is a difference in the words. He said if nothing should come of the movement, no harm would have been done, and if something should come of it great good would be gained. He moved the appointment of a committee as suggested by Mrs. Cotton, the committee to be appointed after consultation with her and to be under her charge.

The motion was adopted.

The Committee on Resolutions reported the following resolution, upon which action was postponed to the next day:

Resolved, That the North Carolina Teachers' Assembly endorse the spelling reform recommended by the English and American Philological Societies, and that this resolution be transmitted to the Secretary of the Philological Society.

The judges on the Musical Contest reported that Miss Jessie Fowler, of Statesville, was the successful competitor. They highly commended the other two young ladies for the excellence showed in their playing.

AFTERNOON SESSION—3:30 P. M.

MEETING OF COUNTY SUPERINTENDENTS.

The Association of County Superintendents met to-day and was called to order by the President, Superintendent Wilkinson, of Edgecombe County.

The first business was the election of officers for the ensuing year. Superintendent Wilkinson was re-elected President, and Superintendent E. P. Ellington, of Rockingham County, Vice-President. Superintendent James W. Hays, of Wilson County, was elected Secretary.

Superintendent W. J. Young, of the School of the Blind in Raleigh, was introduced to the Association by State Superintendent Scarborough and invited to a seat among us by the President.

The Association was then addressed by the State Superintendent, J. C. Scarborough. He gave, in an exceedingly interesting manner, briefly, a history of the institution of County Superintendent of Public Instruction, its object and its environments. He spoke earnestly of the necessity of the office, and the duty of magnifying its importance, and forcibly pointed out the means by which this could be done,

urging upon all to become leaders in their respective counties in educational thought and progress.

The remarks were timely, and furnished additional evidence that Mr. Scarborough is the right man in the right place; and that the educational interest of North Carolina in respect to public schools is safe in his hands.

It was suggested that the Superintendents of the various counties of the State be called together in the city of Raleigh sometime previous to or during the session of the Legislature, to consult together with the State Superintendent in reference to the needs of the public schools.

The matter was interestingly and enthusiastically discussed by the following County Superintendents: E. M. Koonce, of Onslow; R. G. Kizer, of Rowan; M. L. Shipman, of Transylvania; L. M. Conyers, of Nash; F. S. Wilkinson, of Edgecombe; E. P. Ellington, of Rockingham, and W. H. Ragsdale, of Pitt.

On motion of Superintendent Ragsdale, the entire matter, both as to the necessity and time of meeting, was left to the discretion of the State Superintendent.

The necessity of putting new life into the Association was vigorously urged by most of the Superintendents present; and for the furtherance of this end, on motion of the Secretary, Superintendents W. H. Ragsdale, of Pitt; E. M. Koonce, of Onslow; and R. G. Kizer, of Rowan, were appointed a committee to draft a constitution and by-laws for the government of the Association, and submit the same at the next meeting of the body.

The Secretary was also instructed to issue a circular letter to all of the Superintendents of the State, soliciting their hearty co-operation in the work.

Dr. McIver, of the State Normal and Industrial School, being present, responded to an invitation in some interesting remarks upon the subject of "Public Education."

The meeting was interesting, enthusiastic and instructive,

and will doubtless result in infusing new life into the organization.

After having been in session about four hours, the Association adjourned, subject to the call of the State Superintendent.

JAMES W. HAYS,
Secretary.

F. S. WILKINSON,
President.

EVENING SESSION.

The meeting was called to order by the President.

Mr. Remsberg gave the Assembly some delightful music on the clarionette.

A paper was read by Miss Dixie Lee Bryant, of the State Normal and Industrial School, on "How to Teach Geography." She said.

Geography, as we know by experience, was a book which, had it been taken seriously, would have made us lose faith in our senses.

It asserted, to begin with, that the earth is round, while we had spent a great part of six or eight years investigating its flatness and unevenness with never-failing results. It told that the sun and stars are still, that the earth moves. It expected us to believe we were clinging to a ball suspended in space. It taught that north was always overhead, south, below; that some countries grow blue grass, but most of them have red or yellow; that all features change in going over a great red fence from one country to another.

We learned the shape of the State by heart, and always associated it with a certain page in the book. It was bounded by other diagrams placed north, east, south, and west, and in no other positions. We learned to put these pieces together in a definite pattern; we fringed the edges with capes and bays; we cat-stitched in the rivers and mountains, and dotted cities here and there; and we remembered this crazy quilt in connection with nothing on the face of the earth but the book.

Luckily there came a day when this book was closed, and the gymnastics of memory slipped from our minds much more easily than they had been acquired.

At some period of our lives the real surface of the earth and its inhabitants had begun to force themselves upon us. Even a little gardening requires some study of soil, of its composition and properties. We begin biology when we find out that soil must have air mixed with it by plow-

ing, that seed need water and a certain amount of warmth to germinate. We learn the life term of these plants, their seed time.

As years go by, we find we must supply to the soil certain things that the crops have taken from it. We would choose a valley farm for most purposes, and never think of the geography on the shelf. A very little travel shows us new crops, weeds, and animals. People, also, change with the locality. The mountaineers, reticent and somber, are as independent, isolated and conservative as their enduring hills, while the down-country people are genial and sociable. Most of us know about when it will rain, how the winds blow. We have watched the shadow of a pillar on the south porch fall on a certain plank at noon year in and year out; we have seen the sun creep farther up to the porch door in winter. We have learned to locate places by much traveling over them, and our mental maps have grown line by line with our experiences, and in no other way.

Another day comes when the geography is taken from the shelf by a younger member of the family. Soon he comes puzzled and doubting, asking an explanation. We take the book, read carefully, and exclaim, "Why, that's true, and you ought to know it without the book!" Suddenly the geography has acquired an absorbing interest, and, reading along, we verify statement after statement with our own experiences, and we are amazed to find our old memory health pull a revelation of the truths around us. Verily, a prophet without honor in his own country, for the younger member of the family pronounced it "No good!"

It goes without saying, then, that a teacher who would try to give in school what people have often learned only after closing the book and leaving school, must begin by teaching the most elementary ideas of number, form, size, locality, color, and time. These subjects now form a part of primary work in most schools, and should in all, not only as preliminary to geography, but as the fundamental conceptions upon which all knowledge is built. There are numberless books, many of them good, in which these lessons are elaborated in various ways, and there is no need to mention those that deal with numbers in connection with things, methods of drawing, modelling, and sloyd, nor the science lessons on color, place, and time. But it is necessary, if the big girl or boy enters the school without this training, that the teacher should plan some comprehensive lessons on these subjects to supply the deficiency.

Suppose, then, that the class is ready for geography. They assemble with their books, latest revised editions, and begin, "Geography is a description of the surface of the earth, and its inhabitants." I believe the best first lesson is to close the book and put it on the shelf for future reference, and, taking the class out of the school-house door, to say, "Here is the surface of the earth, and we are a few of its inhabitants." A handful of dirt and stones around the door can furnish material for

the first instruction. It is yellow and consists of tiny stones, sharp particles as big as grains of sugar, and a fine, powder-like stuff, and, perhaps, mica flakes. It is not like the clay in the road, nor the sand at the bend of the brook, but represents fairly a mixture of the two. We might venture toward the brook, and a bare place on the hillside furrowed with miniature gorges tells where the sand comes from, and the clay we find in a marsh or pond farther away down the stream. A cut for gravel reveals the origin of this soil. Below is the solid rock overlaid by what looks just like it, but what is really soft and crumbling, and this gradually changing into a sandy soil covered with loam. Here we can see which part of the granite goes to powder or clay, and which remains unchanged as particles of sand. We ought to see how the roots of the trees push the cracks in the rocks apart, and the vegetation on top retains part of the rain which finally soaks down carrying with it the solvents of the rock. Then the plants make their work complete by their death and decay. The bare hillside place, by contrast, shows how vegetation protects the soil it helps to make.

I hold that this is no visionary way to begin geography. Our government employed it to try to find the cause of the great floods of the Mississippi river, and they concluded the chief reasons were the filling in of the swamps of western Pennsylvania, which had acted as slowly emptying reservoirs for the spring rains, and the devastating of the forests, and the plowing of the banks of the Ohio, which hastened the drainage of this region. To the yearly damage by flood might be added the sure deterioration of the farms, for the same water carries with it the best part of the soil.

Many roads lead out from every lesson. One would bring us to compare soils of different regions within walking distance. What grows best on one kind, what on another, what effect the crop has on the soil, could be learned better from the neighboring farmer than from books, because they have been experimenting in that particular thing, and have or have not evidences of their conclusions to show.

The physiology of plant-life is a much easier thing to study than might be supposed from the name. It shows us the reason of the dependence of plants upon their surroundings, and of certain conditions upon plants, and will give us an explanation of the existence in this region of the plants we find here. From this we pass easily to indigenous fauna, and quite as easily to the dependence of mankind upon physical conditions, and the changes he has wrought in the country he inhabits.

North Carolina is peculiarly well adapted to the easy study of this problem, because three races have occupied the country within historic times. I seldom meet a person who does not own some Indian relic, and there are many who say they can tell of the Indians as they lived here.

There is no better way to study races than to compare two, as the

white and Indian, in their occupations, government, history, civilization, and ideals, and the changes they have wrought. I do not mean that there should be extended reading in books, but that this information should be acquired, as much as possible, from the parents, grandparents, and oldest-citizen of the region. I believe there is no simpler way than this of beginning to learn history and its allied subject, civil government, and their preliminary sciences, anthropology and sociology.

The brook leads us another way. The rounded pebble tells the story of the home on the mountain top in big rocks, of the moving of these rocks by floods, its journey leaping with the cascades down the sides of the mountain, running past hills and through plains. In some of the lowlands can be seen where the pebbles have been deposited and covered up. They have entered the earth again to make the solid rock, and await the formation of new mountains in future ages. If we trace the brook to the ocean, we see the ocean breaking down cliffs, and building beaches, or ocean and river playing at sand-island building.

We must study water in the air, and air itself. Here we cannot escape the teaching of some of the simplest laws of chemistry and physics—gravitation, heat, light, combustion—for a good understanding of wind, rain, snow, etc.

Did any one ever see the sun rise in the east exactly? When? Where? Is it ever directly overhead? What is the path it makes in the sky? How do the seasons change with the different motions?

The night as well as the day is a part of the geography of our region. The changing of moon and planets; the Great Dipper and other stars apparently not fixed but revolving around the North Star, will be much needed proofs for statements books make about the position of the earth.

We may begin again at the school-room door to map the neighborhood, and it is here that the preliminary lessons will be most felt. Most revised geographies have inserted some good exercises on the mapping of the school-room. After an oriented map of the room has been made to scale, I believe that a map of the neighborhood, with which the students have now become so familiar, should be undertaken. All goes well so long as we are representing boundaries by lines, but a flat surface fails to express and to develop the mind of the student so it may give expression to the idea of elevation. Modelling in sand, clay, cardboard, or papier maché comes to our rescue. Detailed directions are found in many books.

I cannot too greatly emphasize the value of having the first impressions of a region formed by travelling over it, and the first attempt at the expression made in modelling it, and that this should be followed by a translation of the molded form to map signs. Nothing made to represent is as good as the thing itself created, and a relief map is bare of the color and life of the region, and faulty in many other ways, telling only form; but it tells twice as much form as maps, and many times

more than words. If this work follows a study of the region, the details of trees, grass, rocks, houses, etc., are inevitably supplied by the imagination of the student, and, I believe, this true conception can be carried over to the map through the model representation. This work, thoroughly done, will bring the power to see in a map of an unknown country the green hills rise, the streams leap down their slopes and wander through the fields in the plains, farm-houses will hide themselves among clumps of trees, mills will turn near the streams, woodmen will be clearing forests, and quarrymen taking stones from the sides of the hills, and cities will grow and prosper at centres of industry.

This may do, some will say, for country schools. And here the South is especially favored, for it has no cities so large that they cannot be quickly gotten out of. But if there are serious reasons why much of the field work cannot be done, Kingsley has written a book called "Town Geology," whose chapter headings, even, are an inspiration to a science teacher.

"Study nature, not books," was an oft-repeated appeal from Agassiz to his students at Penikese. That this first marine biological laboratory in America was the inspiration of many others, that laboratory has become a part of college work, the general interest felt in science, and the appearance of many great American scientists, are the results of this man's work, which prove the value of his theory.

Books are tools to be used. They are valuable only as a help to knowledge which cannot be obtained at first hand. They must be the source of the greater part of the information on foreign countries. The ideal way of studying geography would be to travel over the world as the children have over the school neighborhood. The story from one who had done this would be next best. It seems wise to me not to cling to the text-book, but prepare each lesson by referring to as many different books as can be gotten and used to advantage, as those of travel, stories, guide-books, surveys, statistics. Relief maps and pictures are invaluable. A magic lantern never loses its interest. A solar stereopticon can be constructed for ten dollars, and slides bought for fifty cents each.

As to the order of topics, the school neighborhood holds the first place.

I believe it is well to study next the globe as a whole, and the continents as parts of it, considering its position in space, its shape, motion, and climate. I would attempt elementary astronomical and mathematical geography, verifying the statements, as far as possible, with experiments. The continents and their countries could be taken up separately in the order of North America, Europe, Africa, Asia, Australia, and South America; and, of course, a particular study of the State would be needed to complete the list.

I wish to make a plea for the teaching of geography as a science. I enter a protest against object-lessons which are a list of disconnected qualities and meaningless details. Observation and memory are two

factors essential to the existence of a savage, and he is not wise who, living in our present state of civilization, neglects the careful training and ready service of both. But he does not understand the extent and scope of his capacities who burdens his memory with facts that are better kept in written form, or gives his life to collecting worthless minutiae. Scientific observation is a discriminating observation, and true scientific training can have no aim but the development of this power. Discrimination brings out the differences and likenesses which the judgment loses in classifying, and from these facts the scientific imagination produces the laws of nature.

Agassiz was accustomed to giving a new student a specimen, as a fish, and leaving him to work. If he discovered a fact worth knowing, his lessons were continued; but if he saw only a fish, he was advised to pursue some other occupation. Dr. Whitman, of Chicago University, has expressed the difference clearly. "Laboratory work," he says, "must be studying, not staring." There must be a brain and all its faculties behind the five senses. All nature work or laboratory work is individual or nothing, and for this reason its value is felt in graded schools where there is a danger of losing sight of the individuality of the pupil in trying to attain the benefit of classification. This work is valuable because it is progressive, productive of practical usefulness in the material world, and of new thoughts in the intellectual world.

Is it possible for a teacher to do the work in this way, a teacher without special training? I believe it is, if she will become a student with her class. If she will do *all* she asks the class to do, she can guide them, for her maturer intellect, and wider range of vision will bring a fuller comprehension of the meaning and relation of the subject. It requires great moral courage. A child believes in the infallibility and completeness of a teacher's knowledge, and many a time will come when she must be brave enough to say, "I don't know, let us find it out." This, too, is a part of a child's scientific training, to learn there are things unknown, things he may discover. It requires a vast amount of physical and mental courage. This is no royal road to the best trained or most enthusiastic, and to one whose surroundings have led where to think in the ways and to value other things, it is a path she will have to cut through an unbroken forest in an unknown land. To the best teacher it will be most discouraging, for the simplest facts can be taught infinitely better if there is an infinite knowledge of related facts in the teacher's mind.

Yet not wholly discouraging is the work, even under adverse circumstances. All new lands widen our horizon, bring to us pleasures undreamed of.

The power to do, the stimulus of discovery outweigh the toil and drudgery of the past. The consciousness of development in a direction

which opened out to infinity urges onward, and we read in a shell cast upon the beach the symbol of life.

“ Year after year beheld the silent toil
 That spread his lustrous coil ;
 Still as the spiral grew,
 He left the last year's dwelling for the new,
 Stole with soft step its shining archway through,
 Built up its idle door ;
 Stretched in his last found home, and knew the old no more.
 Build the more stately mansion, O, my soul,
 As the swift seasons roll :
 Leave thy low-vaulted past :
 Let each new temple, nobler than the last,
 Shut thee from Heaven with a dome more vast,
 Till thou at length art free,
 Leaving thine outgrown shell by life's unresting sea !”

A vocal solo by Miss Jennie Watson, of NewBern, was enjoyed by the Assembly.

Rev. J. H. Clewell, Salem Female Academy, read a paper entitled, “ What is Female Education ?”

Last year I had the honor of addressing this distinguished Assembly on “The Place of Latin in a Liberal Education.” In treating that subject it was necessary to take a position on one side of the field, and see that a field was preserved for this important branch among equally important lines of work. The task was a specific one. The subject on which we are to throw the search-light in this discussion takes us over to the opposite side of the field, and calls upon us not to defend Latin, or mathematics, or some other line of work, but rather to enumerate the list of studies needed, before we can declare that each stall has its occupant, and how many stalls there should be. In the former instance we attempted to defend the Latin stall, would not admit that it could be justly closed, but this time we ask, “How many stalls are there, and is each stall filled?”

As we face the topic, “What is Female Education?” the mind naturally raises the query, “Why is this question asked?” The only response possible is that something has been wrong, or the question would not appear on the programme of the North Carolina Teachers' Assembly. If something has been wrong with the education of the girls and young women of our land, the first effort will be to ascertain what was or is wrong, and then we can proceed to the consideration of the remedy.

The first error in the education of our girls and young women dates far back, and arose from the somewhat visionary and ethereal position held by woman in our civilization of the past. The old-style ideal held

woman in a position which discounted work, and laid undue stress on the accomplishments. The openings into which woman was admitted under the old regime, were matrimony, teaching, sewing or domestic work. Each one had its clear caste. Among the higher circles work of any kind was discounted. "If a handkerchief was dropped," recently wrote a young lady graduate, "If a handkerchief was dropped by our grandmothers, they would ring for a servant to come and pick it up. We of the present generation wonder why it was not as easy to pick up the handkerchief as to ring the bell." This statement may be an exaggeration, yet it contains the idea to which we allude. It was considered undesirable for ladies to work, and this certainly influenced the educational idea, turning the attention toward that which required less labor and was more in the line of display.

It was only logical for the weakness of human nature to come in at this point and join its forces to aid this state of affairs. The weakness of human nature to which I allude, is, in plain language, laziness, or natural aversion to effort. If the use of such studies as higher mathematics, chemistry, physiology, &c., were denied women—that is, if she could not become bookkeeper, trained nurse, telegraph operator, or expert of any kind—the natural feelings said, "What is the use to trouble about the matter?" and she did not.

Then we must note another point in the feminine nature which came in at this juncture, viz., the ability of woman to carry her point. When she decided to turn down certain intellectual efforts because they led to no worthy result, even though reason was against the position, feminine nature carried its point. Let me say just here, that my fair hearers must not turn from me at this point, since I believe man was responsible for the original condition of affairs, and once established, woman clung to it, aided by the natural antipathy to work, which is inborn in us, and this reinforced by the natural ability of the fair sex to carry its point.

Perhaps you have examined the little toy sold at Christmas time called the kaleidoscope. You will remember how the figures shift and change, never being the same at any turn of the toy. This will illustrate what was the condition of female education under the circumstances described above. It was far in advance of the earlier ages of history, when a woman was only required to till the soil, cook, and mend garments; we may add, too, that there were many individual instances of minds raised to the very highest point of culture and intelligence, yet the requirements of the rank and file of female education were not as clearly defined as the standards of male education. What constituted the standards of a lady's education? What was its standard, its scope, its necessities? Answers to these questions shifted and changed like the changes of the kaleidoscope.

The standard of female education has greatly changed for the better; this everyone will admit, but we are not yet out of the shadows. There-

fore we ask, who is bold enough to step out into these breakers of uncertainty and erect the lighthouse? It is a difficult task, but one which may be done with reasonable precision, if the proper foundations can be established. Your worthy Assembly has assigned to me this task, and I will perform it as far as I am able. We must first agree as to four general truths, and if these truths are accepted, we can build thereon the answer to the question, "What is Female Education?"

The first truth is this: Man's education leads him into technical fields, woman's life-work calls for a more general line of information. Man becomes a lawyer, a politician, a physician, an engineer, and during his working hours he is shut up in these fields, a prisoner as it were, to his profession. Woman must needs prepare for more general duties, in her position as wife, as neighbor, as an element in society. Seldom is she shut up by technicalities, as is the case with men. Hence the first claim we make is, that woman's education should be more general, less technical, than man's education.

The second general truth on which we will base our argument as to what is female education, is this: If man needs strength of mind, woman needs more strength of mind. If woman holds the position of wife and companion, she is the final power that decides the fate of the household. The man goes out into the world, makes a fortune, and then it is the woman's task to help him use not abuse the wealth. She is to his life what the ballast is to the ship. If the ship crowds on too much sail and has no ballast it will capsize. So, too, there is need of ballast in the home after the fortune, the honor, the success of any kind has been won. And still more is the woman's strength needed if adversity beset the man. Then she must rise high above the evil, support the man in his distress, strengthen, comfort and infuse new life into him. All this is within the power of woman. Suppose, on the other hand, that she chooses to battle with life single-handed, everyone will acknowledge that the odds are against her, as compared with a man engaged in the same duties. Hence, if called upon to overcome greater difficulties than man meets in the same position; if called upon to grace any position her husband's work may secure for her; if called upon to keep him from being intoxicated by success; if called upon to keep him from despair when in adversity—if all this is required of the highest type of woman, should not her mental development be as strong and "all-round" as that of a man, and even more so?

The third truth I wish you to acknowledge is that the control of the future of a woman is not nearly so settled as that of a man, hence she must prepare herself, by her education, for suddenly entering any unexpected field. A man says "I will be a merchant," and he becomes a merchant, lives a merchant, dies a merchant. Another decides to be a lawyer, a politician, a minister, and the decision once made settles the matter forever. It is not so with a woman. As a young lady she says

"I will be an educator," and heroically and successfully begins this noble work, when lo! some good-looking mechanic comes along, and all her plans float away with the perfume of the orange blossom, and disappear with the peals of the wedding-bells. Another says, "I will be the wife of a millionaire," but this penniless young doctor plays havoc with her plans, and so on. I think that all will admit that a young woman has little certainty as to where her field will be located, and hence she must be prepared for all fields, thus necessitating, not a careless and half-finished training, but a full, strong, well-rounded education.

The fourth general truth, which will act as the fourth pillar on which we will build our argument, is the statement that the success of the home depends much on the wife, the success of the land depends much on the homes, hence if the women of a land are intellectual, noble, well informed, their influence will flow throughout the entire country, through business and politics, church and State, even as fresh pure blood gives strength to body and brain, limb and muscle.

Let us state once more our foundation truths :

1. Man's education calls for technical work, woman's education for well-rounded general work.

2. If man needs intellectual strength, woman needs more strength, since she holds final destinies in her hands.

3. A woman's future is subject to more vicissitudes than a man's future, hence her education should prepare her for any position which awaits her.

4. Woman's influence in a peculiar manner permeates home and country, hence she should be strong and broad in her intellectual powers.

If the foregoing facts are accepted, the need of a strong, broad and full education and development of the female mind assumes a higher and broader position. To prepare for the needs we have enumerated and for the hundreds of new kinds of duties opening for women, the education should be broad and liberal, fully as broad and fully as liberal as that accorded the male sex. The programme of studies, and the time to be devoted to these studies, should be decided by the school authorities, and not by the pupils, nor even by the parents. When a man has spent ten or twenty or even more years in watching the results of certain efforts, he certainly is better able to decide what is best fitted for the pupil than the Miss of sweet sixteen, or the mother with her only dear daughter. Suppose the parent says to the president of the school, "My child is in your hands," and the child says, "I will follow the course you lay down," the matter resolves itself into the question of course and time of study. The time should certainly cover four years, as in our male colleges, if the pupil has accomplished enough work to admit her to the college course. The line of work should include a full list of studies under the four main divisions: *Languages, Mathematics, Natural Science, Literature.*

Under these four heads all the subdivisions will group themselves.

Languages will include one or two ancient languages, and one or two modern.

Mathematics will lead from arithmetic to algebra, plane and solid geometry, trigonometry, surveying, calculus, and further if time permits.

Natural science will begin with the study of plants and animals; thence to the study of geology and the stars; to physics and the natural laws about us; to chemistry and the organization of matter, and finally to physiology, or the human body, the crowning work of the Creator.

Literature and the kindred subjects give to us the world of poetry and prose, the communion of mind with mind and heart with heart; the history of the various ages and stages in literature; the biography of writers, and with an onward step gives us the lines including psychology, philosophy, &c.

The above crude sketch will cover the field of what may be called a liberal college course. The study need not be so intense as when leading to a technical education; for example, if the student in such a course wishes to become a professional nurse, she would give much more time to physiology than would the general student. But all of the above lines are needed by everyone in every station of life. Consider a few instances:

A picnic party is gathering wild flowers, and botany comes to the aid. An evening walk with friends, the stars are bright, and astronomy enables the names and constellations to be noted. A week at the seaside, the study of crab and sea anemone, shark and sand fiddlers calls up animal life on sea and land. A winter evening company, and the writers in the time of Elizabeth are alluded to, or French or American authors of our day, and the history of literature comes forward. A young lady returns to her country home and her father desires to know the acreage of a field, or the elevation of a tank above the spring in the valley below. Her surveying enables her to aid him in these matters, either in measuring the field or running the level. While reading a book a phrase in a foreign tongue occurs, and her French comes to her aid. She is asked the definition of a word, her Latin comes to her help, in a moment she recalls the two words from which it is derived, and promptly gives the definition, although she has probably never before heard the word.

And so we might continue with illustrations and we would not find a company, a position, a test, a work, a demand of any kind that the girl well educated in languages, mathematics, natural science and literature could not cope with.

These four pillars form the support, resting in their turn on the four truths which we introduced as the foundations. With these foundations and these four pillars on the foundations, all other questions are easily solved. Music, art, commercial or industrial branches may be taken in their course, or may be passed by, or may be pursued at a later date, as

the dentist, the lawyer, the physician follows his technical studies after he has laid the broad foundation. No man can believe more fully in the desirability of the accomplishments than I do. Any one who will glance into the work of our institution will recognize this. But we believe the well-rounded course alluded to should be mastered by all, either with the accomplishments or before them. Then with a strong and well-developed mind, all questions in life are grasped and all problems successfully solved. The well educated woman, with strong intellect, can rise to the top, whether in society or the home circle, in joy or in adversity, in peace or in struggles—her fund of strength is drawn from the well-trained mind received in her early education.

At this point the question naturally arises in the mind of educators, "How is uniformity in this matter to be attained?" The first step is certainly with the educators themselves. There are certain elements which cause difficulty, but if the determination exists, the road will be comparatively easy. The unconcern with which some people juggle with the education of girls and young women is sad indeed. I know of a young lady who came to us years ago, and who was really not able to enter our freshman class, but she brought her diplomas, previously earned, in a portfolio, they were so numerous. Another fine bright girl graduated from a fine institution with the degree of A. B. When I examined her with a view to entrance into our postgraduate department, I found that in languages and natural science she was absolutely defective. It is within the power of educators to remedy this, if they firmly lay out a well-rounded course of study, and, even at the cost of a pupil now and then, will hold the mass of students to that course. I cannot too strongly deplore this chopping up and mutilating courses of study till they resemble bodies with hands and feet cut off.

Then parents must be cultivated up till they join with educators in this matter. Parents soon learn to know a good thing when they see it, and they will not be long in joining in this upward march; then the young women themselves will fall in line, and the struggle and humiliation that educators must now undergo will become a thing of the past. This, I think, is the line of attack: The battle begun by educators; reinforced by the sentiments of parents; at last joined by pupils themselves.

The results cannot be overestimated. The standard of woman will be raised and strengthened. When I see a finely cultivated musician, with no education outside of music, I think it is like a lady with a beautiful hat, but with dress in rags and shoes filled with holes. When I meet a lady presiding gracefully over a home and ruling well, but without the mental strength of a well-rounded education, I think "How that diamond would flash and sparkle if its facets were but cut and polished!" With art only, or mathematics only, or music only, the mind is like some animals which travel very well but are acknowledged to be abnormal, if judged by the highest ideal. Thus it is with the kangaroo and camel.

They are able to travel, but for "all-round" grace, beauty and satisfaction, as well as ability to travel, we choose the Arabian steed.

And oh, how much is wrapped up in this matter of enforcing the true standard of female education! Have you ever seen two men, one with a wife of fine mind, comforting, urging on ambition, aiding, helping in every way—the other with a wife who never enters into his life save to keep house, and even that is not up to the standard of her well-educated neighbor? How the one surges forward from one success to another, while the second drops back one notch after the other. So with a land whose women are educated up to the highest standards, and in the most thorough manner, in the line of true wisdom, and away from the shallow froth of modern society. Let this object of a thorough, full, well-rounded education for our young women be urged by the North Carolina Teachers' Assembly. Let each educator stand firm in the matter; let the parents and the pupils fall in line, and how our Southland will surge forward from glory to greater glory! We are proud of what has already been done in the education of our mothers, wives and daughters; but when we remember that God has placed no limit to the possibilities of the human mind and race, we know that what has been well done in the past can be more gloriously done in the future. With female education raised and strengthened and well-rounded, the enjoyment of life will be increased; the home will be elevated; civilization will tend onward and upward; the sciences will unfold miracles that the mind now never dreams of, for what is man not capable of when his helpmeet is not only united with him in the bonds of affection but also in intellectual sympathy; then evil must decrease, and purified, elevated and ennobled the twentieth century will find us able to receive in a more full and complete manner that greatest of all boons, our blessed Christian religion, for religion and its influences are without limit; we are limited in receiving, and are called upon to expand, to rise, to grasp it more fully. Verily great glory awaits the practical unfolding of the true answer to the question, "What is Female Education."

Adjournment.

EIGHTH DAY—WEDNESDAY, JUNE 27, 1894.

MORNING SESSION.

President Hobgood called the meeting to order.

Devotional exercises were conducted by Rev. John B. Shearer, D.D., of Davidson College.

The Secretary read a letter from Mr. J. H. Mills, Super-

intendent of Thomasville Orphanage, stating that he would be unable to attend the Assembly on account of the critical illness of two of his teachers.

He also read a letter from the National Educational Association announcing the meeting.

The Secretary said that the best educators of the country would be at this meeting, and he thought those who could go would find it of much benefit to them.

The Auditing Committee made its report, as follows:

REPORT OF SECRETARY AND TREASURER.

MOREHEAD CITY, N. C., June 26, 1894.

E. G. HARRELL, *Secretary and Treasurer,*

In account with North Carolina Teachers' Assembly.

1893.	DR.	
July 30.	To membership coupons R. & A. R. R.-----	\$ 8 00
" "	" " R. & G. R. R.-----	21 00
" "	" " C. C. R. R.-----	8 00
" "	" " A. C. L. R. R.-----	102 00
" "	" " A. & N. C. R. R.-----	278 00
" "	" " A. & R. R. R.-----	4 00
" "	" " R. & D. R. R.-----	424 00
	" membership fees collected at Assembly----	4 00
	Total receipts-----	\$ 849 00
	CR.	
Jan. 1.	By balance due Secretary and Treasurer-----	\$620 80
Feb. 21.	" am't paid Executive Committee expenses.-----	16 90
" "	" " Noell Bros., printing, Teachers' Bureau-----	12 50
June 20.	" " " A. M. Waddell, expenses-----	25 00
" "	" " " Railroad fare Music Director---	6 65
" "	" " " repairs on building-----	17 00
" "	" " " postage for the year-----	31 15
" "	" " " board of Lecturers-----	51 42
" "	" " " janitor of building-----	30 00
" "	" " " Edwards & Broughton, printing-----	28 00
" "	" " " freight on settees-----	88 00
" "	" " " freight on pianos-----	38 75
" "	" " " 200 Assembly song books-----	30 00
" "	" " " part fees returned to women-----	179 00
" "	" " " Couch Bros., Jewelers-----	145 00
Dec. 14.	" " " interest on notes-----	64 00
	Total disbursements-----	\$1,384 17
1894.		
Jan. 1.	Balance due E. G. Harrell, Sec'y and Treas.---	\$ 535 17

MOREHEAD CITY, N. C., June 26, 1894.

To the N. C. Teachers' Assembly:

We, the undersigned, beg leave to report that we have examined the books of the Secretary and find them correct. The books show that the receipts for coupons sold by the several roads, as shown by their vouchers and by the Secretary, amount to \$849.00. The disbursements, as shown by the books, are \$1,384.17. This leaves a balance due the Secretary of \$535.17.

Respectfully submitted,

C. B. DENSON,
M. C. S. NOBLE,
LOGAN D. HOWELL,
Auditing Committee.

Adopted.

The Special Committee appointed the day before to report on the letter read by Mr. Britton, offered the following resolution on the matter:

Resolved, That the members of the North Carolina Teachers' Assembly respectfully petition the Senators and members of Congress from this State to use their best endeavors to get the Department of Agriculture to investigate the frostless belt on the Eastern slope of our mountains as to its adaptability to peach and vine culture. This invites attention from an economic point of view, forming as it does an intermediate point both as to time of ripening and distance between the Georgia orchards and the great peach belts of Delaware and New Jersey. The Georgia belt has invited investment from its early ripening and the consequent high prices of its fruits in the Eastern markets; the New Jersey and Delaware sections, from their nearness to the coast and protection of its fruits; also its nearness to and facility of marketing them.

Our section invites attention from the superiority of its fruit and immunity from frost. While the loss of Delaware crop is estimated at two-fifths, or two in five years, this frostless belt at its highest estimate is one-tenth, or one crop in ten years. The flavor of the peach in this belt is much superior to that raised in a lower altitude, indicating, as every kind of fruit does, that the finest flavor is only attained and attainable in latitude and climatic conditions approaching nearest to its own habitat. As the original forest is giving away to the demands of an increasing population, what better act of forestry than supplying this loss by planting orchards of this delicious and health-giving fruit? One other point that we call to your attention is, that this belt is almost entirely free from the fungi that attack the wheat in lower altitude. May not this give some immunity, at least, from the parasite that attacks the peach

and grape crops? Many articles have been written in the past thirty years by Silus McDowell, Senators Vance and Clingman and others (several articles for the Smithsonian Institute) in regard to the so-called thermal or frostless belt, and many theories have been advanced to account for it, but no investigation has been made to find out whether or not there is any higher temperature in winter here than elsewhere, but it has been demonstrated to the satisfaction of the fruit grower that, if there is any, there is not sufficient frosts to kill the fruit.

The committee recommend the adoption of the above petition.

EDW. E. BRITTON, *Chairman*.

L. W. CRAWFORD,

E. M. KOONCE.

The resolution was considered by Mr. Howell to be beyond the pale of the Teachers' Assembly, and he arose to a point of order.

The President decided that the point of order made by Mr. Howell was well taken.

Mr. Britton appealed from the decision of the Chair, but the Chair was sustained.

The resolution approved by the Committee on Resolutions on yesterday, in regard to reform spelling, was taken up for consideration. It was as follows:

Resolved, That the North Carolina Teachers' Assembly endorse the spelling reform recommended by the English and American Philological Societies, and that this resolution be transmitted to the Secretary of the Philological Society.

Mr. Howell stated, by request, what had passed in the Assembly at the previous meetings in regard to this resolution.

Mr. Britton thought this question one of great importance. It ought to be brought before a large number of representative North Carolina teachers before any action is taken. He did not consider this the time and place for any hurried action, for, he said, that great reforms move slowly, and he did not wish the teachers of North Carolina to commit themselves without serious consideration of the matter.

Mr. Howell arose and said that all the resolution asked for was that the Teachers' Assembly should pronounce itself in favor of the reform. It did not pledge the teachers to change immediately to the new method, but gradually. He said that there had been changes in the spelling of the English language ever since the time of Alfred.

Dr. Shearer said that he had been closely connected with this matter for some time. His brother had given considerable attention to it, and in that way he had been drawn to notice it. If his brother's opinion was worth anything, he believed the movement to be dead. The impression of the leading thinkers on this subject is that it is dead. Long lists of absurdities in the spelling of the English language may be made, yet he believed that if all the spelling should be changed there would be some one who could make lists just as long, and the words spelled just as absurdly. He said the idea seemed to be to reform the manner of spelling by gradually changing the words, and in that way keep the people educated up to the spelling. The only argument made for it is, that it will remove the difficulties out of the way of teaching little children to read. Why, do you not know that the surmounting of difficulties is the very best training a child can receive? He did not think it so essential to get the difficulties out of the way of the child, and if it is so essential, he did not consider that any removal of difficulties, for it would only place great ones in the way of the child in after years. Because if the reformed spelling is pushed to its logical conclusion, the whole of the English literature will be changed, carried back to the realm of Chaucer. The child would be taxed, when he gets old enough, with the learning of a different language, very difficult to him. Very soon there would have to be a department in the schools for the purpose of teaching the boys and girls to read the present English literature. Some say that it could be published all over

again in the new spelling, but the world is growing and the tastes changing, and the present literature would never be published in that form. There is no question that the spelling in all languages has been the result of growth. The English language is especially so. It appropriates all words from all languages, at first pronouncing them in the foreign brogue, and then making the pronunciation American. These form the tremendous absurdities of the language. Words will continue to grow into the language after that manner, even when the change is made, and in a short while the absurdities would be as great and as numerous as now. The movement is certainly dying, and Dr. Shearer said that he would hate to see the North Carolina Teachers' Assembly pronounce itself in favor of a measure which was so absurd and so out of date.

The resolution was then voted upon and was lost.

The following resolution, approved by the Executive Committee, was adopted:

Resolved, That the Constitution be amended in the section regarding the election of officers by striking out "last" and inserting instead "first."

This changes the time for election of officers from the last to the first Friday of each annual session.

Mr. Britton moved that the order of the exercises be suspended and the Assembly proceed immediately to the election of officers, because the first Friday had passed and the Constitution said that all amendments should go into effect immediately.

The Chair ruled that the amendment applied to future elections and not to the elections of the present session, and the ruling was sustained.

The next thing in order was an address by Captain C. B. Denson, chairman of the Standing Committee on a Reform School for North Carolina.

Captain Denson said:

The committee appointed by this body to ask for the establishment of a Reform School by the General Assembly of North Carolina has made an earnest effort to that end.

The State is blessed with institutions that do honor to her people—the insane are cared for in three well-appointed asylums, the deaf and dumb and the blind, the orphan and the veteran soldier. Two of these, the asylum for the colored insane and for the colored deaf and dumb and the blind, are the first ever constructed for that race in the known world. She has a system of public schools annually increasing in number and value. Her money goes to aid in the maintenance of a university, a State normal school for girls, and agricultural and mechanical colleges for both races. But one thing is wanting—one thing of vital importance to the welfare, to the life of the community. That is an institution to receive the young offender, and save him from the destruction that awaits him when sentenced to the work-house and the penitentiary to live with hardened criminals and receive compulsory education in crime.

The wayward boy, child of a widow perhaps, falls into evil companionship and is tempted into wrong-doing. The waif, whose birthplace is perhaps the poor-house, without education and without training in any useful art, reaches the age when he is sent into the world to shift for himself—ignorant, friendless and weak, he becomes the tool of the artful and corrupt. Arrested and brought before the kind-hearted judges of our courts he is, perhaps, set free, if the case is one of no serious character, for the judge knows what the consequence of the sentence to imprisonment will be. There is no halfway house to the cell with the felon, the county work-house (which is a little penitentiary), and the cell of the State penitentiary itself.

Once there, what is the hope of the boy's reformation? Long, indeed, before the final consummation he is locked up with the worst outlaws of society, taught that he is a victim and imposed upon by the law; initiated, perhaps, into loathsome forms of vice, and if he survives to reach the world again, it is with moral sensibility blunted, with body diseased and corrupted, with mind and heart set against society and all things upright, as his enemies, whom it must be the study of his life to visit with revenge. Many cases, therefore, occur of suspension of sentence where the boy needs restraint and discipline, firm and unrelaxing, but leading to elevation and restoration in the end, not to degradation and final ruin.

You will find upon inquiry that the honored judges of the State, perhaps to a man, have found youth and ignorance, with the certainty of ruin, if the strict penalties of the law are enforced, one of the greatest difficulties in their pathway when justice and mercy are to meet together.

There are now 54 under 15 years in the State penitentiary itself, and

about one-third of the whole number of 1,182 convicts are under 20 years, viz., 389. Every year (from data derived from the sheriffs of the counties) about 300 boys are committed to the county jails or the work-houses. By calculations made by careful members of the bar, not less than \$300,000 is annually expended in criminal prosecutions. Of this a very large portion could be saved by simple methods of arresting youths and placing them under such management as would reform the wayward and vicious, and return the cost largely to society by the proceeds of the industries pursued.

This frightful waste of human existence, to speak only of the problem as concerns the State, is not elsewhere permitted to drain the community of the very elements of its future wealth and prosperity—the young and adventurous and stirring members of society. Elsewhere the magnitude of the interest at stake receives the careful attention and most earnest efforts of the State. The semi-military schools of France, of which Mettray is an example, and the enforced trade-schools of Germany, like that of the Ruhe Haus of Hamburg, have had wonderful success. Discipline and not vindictive punishment is the need of the vicious child, say they, and they prove it.

In a decade, through special means to control and reform juvenile criminals, the number of adult offenders in England diminished 10,000.

Now what does experience teach in this country? Human nature is substantially the same, and we may learn much from other States. About sixty such institutions, in one form or another, exist in every quarter of this Union, except in a small group of the Southeastern Atlantic States. Some States have several; West Virginia, Kentucky, Tennessee, Missouri, Texas of the Southern States, besides every Northern and Western and Pacific State. Utah has the provision in the Constitution prepared for her adoption and entrance into the Union. Georgia is now discussing its adoption as wise and necessary.

On the table before me lie the official reports of many of these institutions, and here are files of letters from directors and superintendents, and from eminent citizens of various States acquainted with the work performed. From 60 to 80 per cent. of reformatations have been obtained. In the House of Refuge of New York, designed for the worst class of youthful criminals not in the penitentiary, out of the 25,000 committed to its care in the last seventy years, more than one-half have been restored to society as workers and taxpayers, instead of consumers and robbers of the thrift of others.

It is especially significant that no institution of the kind, once established, has ever been given up, or ever failed of legislative support from the day its good work began.

Considerations like these were urged by your committee, and a ready response was made by the people in various sections. Twenty-nine petitions from the Womans' Christian Temperance Union came up in its

behalf. The M. E. Conference of Eastern North Carolina, at Goldsboro, and the Western North Carolina, at Winston, passed resolutions favoring such an institution. The Friends' Yearly Meeting approved its organization. The Chamber of Commerce of the city of Raleigh warmly endorsed it and appointed a committee to co-operate in its behalf. The Board of Public Charities had not only suggested it, but held a special meeting, conferring with the legislative committees. Besides your committee, such citizens as Dr. Charles Duffy, Senator Olive, Hon. J. C. Scarborough, Mayor Thos. Badger, Professor Blair, Professor Moses, N. B. Broughton, Esq., Chambers Smith, Esq., and others, addressed the members on the subject. The bill was reported without prejudice and gained steadily, but failed of its passage on account of the extraordinary demands upon the Treasury at that particular time, and the desire further to inform the people and consult their will.

There is no reason for disappointment. It was not to be expected that the great result would be accomplished without time and effort—possibly many trials—but its friends must never falter. Success is certain, as the truth becomes known.

Not long ago his Excellency the Governor sent me a letter which was an application to him in behalf of a little boy whose dissolute mother had abandoned him, and having been punished for an offence by a family that had kindly taken him to support, he took vengeance by setting fire to the house. Being arrested, he lay in jail for months, and when brought to trial the judge refused to try so young a child. The Solicitor did not *not pros.* the case, because an older brother had committed a like offence. Meantime the child's health declined in long confinement, and the application from the clergy of the town and Clerk of Court was to request the Governor to secure the favor from some other State of a place for him in a Reform School, as our own, alas! had none to receive him.

Your speaker undertook the correspondence, but before it came to a definite result that big-hearted Christian, J. H. Mills, of the Thomasville Orphanage, took him there, with the consent of all parties, and relieved the community of the intolerable possibility of the death in jail of that poor waif, that forsaken child.

In modern science hygiene has largely substituted medicine. Disease is prevented rather than cured, if possible. It is moral hygiene that this commonwealth needs."

The speaker discussed the open-cottage plan as contrasted with the prison-like reformatory, and advocated the adoption of the former, while detailing the mode of operating and training, and the gradual development of character and self-respect through habits of labor and study combined. In conclusion he said:

"We need a Reform School, on the lowest ground, as a measure of true economy. We need it to rise to the fullness of duty, as a commonwealth. Finally, we need it as the outcome of the Golden Rule, and as a token of the Christian love we claim to possess, one for another.

"The women of the State can bring this thing to pass. I announce now, for the first time in our history, that woman has been admitted to official position and responsibility in North Carolina. This has been done by the following order of the Board of Public Charities, directed to the county visitors in charge of penal and charitable institutions:

" 'I am instructed by the Board of Public Charities of North Carolina, that in view of the valuable aid given to this cause by the services of noble Christian women in other States, and in many of which they are now constituent members of the various charitable boards, and in pursuance of resolutions adopted May 19, 1894, the gentlemen composing the boards of visitors of each county are respectfully requested to nominate two women of each county as auxiliary members of the Board, to share in such inspections and reports of the county institutions as may be deemed practicable, and especially to ascertain and report upon the treatment and needs of women and children in the county homes, jails, work-houses, etc. You are earnestly requested to co-operate promptly, to the end that the system may be organized for the reports and inspections of September 1, next. It is believed that admirable results will follow the labors of intelligent and humane Christian women among the unfortunate classes of our people in every department of charitable effort.' "

Some of those whom I see before me, and who have so faithfully labored with us in this Assembly, will be called to this work. Allied to it, and part and parcel of it, let the struggle for the salvation of the young go on. The county of Buncombe, under the provisions of a special act, that ought to be extended over the State, has moved gloriously in this work. Sixty children have already in a brief time been snatched from vagrancy and crime, and among them not a few tender young girls from the streets of Asheville, where they were treading the path to ruin.

The teachers of North Carolina, through their mighty organization of the Teachers' Assembly, have won everything hitherto that they have asked of the representatives of the people. You have only to will this with all your hearts, and you will conquer.

What should we have? Time fails me to enter into complete details here; but a farm of two or three hundred acres, and some simple buildings, with suitable stock; appliances for learning some ordinary trades; most of all, consecrated teachers, accepting the life in the spirit of the missionary, content to labor here for the welfare of fellow-men, and to meet reward at the hands of a Father who loveth the good work of His children.

Mr. Scarborough said that the matter of a reform school was brought before the Committee on Education of the last Legislature. The matter was discussed by the committee

and failed. The reason, Mr. Scarborough stated, for failure, was the indifference of the people of the State. This country has been ruled by parties ever since it started, and it will continue to be ruled by parties as long as it is a country. He was not going to abuse parties or politicians. It is just as reasonable for the politicians to consult their parties as to how they shall vote on this matter as it is for them to consult to do so on other matters. You will never get this until you get it into the political parties. It must be discussed before the voters of North Carolina, and they must become interested in it, and the men elected must know that it is the desire of their constituents that this measure be carried. The Assembly would be wise if it would regard that as one of the elements of success in the passage of such a measure. The thing to be discussed here is not that the movement is right, for all are convinced of that, but the best means of getting what is necessary. The greatest reforms have only been brought about by going down to the sovereign citizen, for the officer is the servant of the people. It is the officer's duty to vote as those who elected him expect him to. This is a matter which will strike the popular heart, and it ought to be presented in a political platform and put into the political parties. If the legislator knows it to be the will of his constituents, he will vote for it.

It was a question in which Dr. Shearer felt greatly interested. He thought that the friends of the measure would be the most successful to start it. He told of the founding of the Presbyterian orphanage. The Synod of North Carolina had been talking about it for several years, and resolutions were passed, but no one went to work to get the orphanage. The sentiment of the people was not roused, for the churches could see no need for one. Whole communities would say that in their churches there were no orphans; and when a child would be left without father or

mother some one immediately gave the child a good home; so it was impossible to arouse the sentiment among the churches. At last some ladies in Charlotte took hold of the matter and established a little home, and got together some twelve or fifteen children. The Synod saw the need of an orphanage demonstrated by this small attempt, and took hold of the small nucleus, and now there is the splendid orphanage at Barium Springs. He was glad to hear Captain Denson say that there were movements in Asheville and other places which were matters of private enterprise. They will be object-lessons to the people. The movement must succeed, but the people must first be shown how it is to be done.

Mr. Wilkinson said that it appeared to him some literature was needed upon the subject. He could not see how the matter was to be separated from the public schools. It is part and parcel of public education.

Dr. Clewell said he had listened with much interest to the discussion and realized the truth of all that had been said. In reading the history of the past, he had seen that these various features were concerned in great reforms. But it seemed to him that the real cause was above political parties and above the sentiment of communities. In all these great movements there is always the guidance of a man, a thinker, a great philanthropist, around whom may gather these various influences. It seemed to him that the one who spoke so eloquently and so earnestly from the platform upon this subject was the philanthropist intended for this great work. When the great work of establishing the insane asylums had to be carried out, it was not the political parties, it was not the State Legislatures originally, but it was the consecrated efforts of one single woman that brought it about. When once the work was established it went like a great wave all over the continent. He believed that if the gentleman who had spoken should live, he should see

success crown his efforts. Dr. Clewell, at the last meeting of the Assembly, had resolved to endorse the work of Captain Denson in every particular, and he again made the resolve. He told the instance of a little boy, the child of degraded parents, who had been caught in the act of stealing a small express wagon and a small bicycle. The next day the case was mentioned in the paper with an appeal to the State, asking the question why there is no place in the State where such children can be taken and saved from the life of sin that threatens them. He was with Captain Denson in the matter.

Mr. Horner called the notice of the Assembly to the fact that in gaining the attention of the people of the State an object-lesson was before them. The matter must not be put off till the Legislature meets, but the people must be interested before. He moved the appointment of a committee to bring the matter before the people of the State, and to wait upon the Legislature at its next meeting.

Colonel Harrell said he met with the committee at the last Legislature and talked with several members of the Legislature, and he thought the reform school would have been secured but for the fact that there were so many other things calling for appropriations at that time. He believed that the next Legislature would give the greatly needed reform school to the people. He suggested that the Faculty of the Normal and Industrial School, who are to hold Teachers' Institutes during the summer, should be instructed by the State Superintendent to present the matter before the people in the strongest possible light. He thought the proper sentiment might be worked up in that way. He mentioned the case of the Normal and Industrial School, which was brought to the attention of the Legislature three times and failed, but every time was taken back with renewed determination. Now it is established as the pride of the Teachers' Assembly and North Carolina. The reform

school will be established in the same way if the Assembly persists in the matter and continues to send its committee to the Legislature.

Mr. Wilkinson seconded Mr. Horner's motion for the appointment of a special committee.

Captain Denson thanked his friends for the kind words that had been said, and offered to supply any one with facts and statistics on the subject. He said at the last meeting of the Legislature he had written an article to be published, but day after day he was told that it would be published the next day, and when the Legislature was over it had not been published. He proposed to be in time for the next meeting. He thought the Assembly ought to have a committee to have the matter in charge and to see that it goes before the Legislature at the next meeting. It should be demonstrated, not as a matter of heart, but as a matter of direct economical value, and a matter of duty which the State owes to itself.

This resolution was offered and adopted with the provision that the chairman of the committee could place others on the committee if necessary.

Resolved, That a committee be appointed to see that the matter of a reform school be canvassed before the people of the State, and have it introduced in the Legislature for an appropriation for a reform school in the State.

The committee consists of C. B. Denson, L. W. Crawford, J. M. Horner, J. B. Shearer, F. S. Wilkinson, J. C. Scarborough, J. Y. Joyner, R. H. Lewis and J. B. Brewer.

The meeting adjourned to 8:30 P. M.

EVENING SESSION.

Mr. D. H. Hill, Jr., Agricultural and Mechanical College, Raleigh, delivered an address on "The Make-up of Humor."

The subject was introduced by an outline of the power of humor. Humor was considered as one of the potential forces working for an alleviation of earthly sorrows by finding an enjoyable *something* everywhere and at all times.

A discussion of what this something is followed. Definitions and explanations of humor as given by critics and investigators were examined in the light of examples to see whether these would explain the nature of this subtle element. An examination of these theories developed the speaker's idea of humor, and this he supported by taking a number of representative forms of the amusing, and showing that they were all explainable according to the hypothesis advanced.

The last part of the paper was given to a psychological study of why the amusing amuses. The completeness of the act of thought involved was shown, and this was taken as the basis of explanation.

NINTH DAY—THURSDAY, JUNE 28, 1894.

MORNING SESSION.

The meeting was called to order by the President.

Devotional exercises were conducted by Rev. J. H. Lamberth, of Greenville.

Mr. Britton called the attention of the Executive Committee to several matters they had been authorized to attend to and had failed to do so. One was, the placing upon the walls of the hall a portrait of Governor Fowle, who was a warm friend of the Teachers' Assembly.

Colonel Harrell thought it a very proper thing to do, as Governor Fowle was one of the eight life-members of the Assembly, and one of its best friends.

Dr. Shearer suggested that the unveiling of the portrait be made a part of the programme for next year.

A suitable committee will have the matter in charge, to be appointed later by the President.

The President announced Dr. C. D. McIver, Captain C. B. Denson, Mr. Alexander Graham and Miss Corinne Harrison as members of the committee to co-operate with Mrs. Cotton concerning the Virginia Dare Training School.

The subject for discussion was announced as "Relation of Preparatory Schools to Colleges."

Rev. Jerome Horner and Prof. M. H. Holt represented preparatory schools in the discussion, and Dr. J. B. Shearer the side of the colleges.

Mr. Horner said that the principal work of the preparatory school was to thoroughly prepare boys for entrance into the colleges, even though many of the boys never went to college. These schools are feeders to the colleges and are therefore the life of them, therefore no boy should be admitted to college until he is prepared by these secondary schools. This peculiar work of preparation cannot be successfully done by the colleges, and their attempt to do so injures the work of the preparatory schools and also lowers the standard of the college.

Mr. Holt stated that a boy should be permitted to stay in a preparatory school until he is ready for college. If he is sent to college before he is well prepared to enter he has no place in the student body, cannot join the societies, and that his whole college life is handicapped. The so-called "Preparatory Department" or "Supplementary Work" should not be a part of the college course, and it should be abolished by all first-class institutions.

Mr. Howell said that city graded schools, instead of being drawbacks to preparatory schools, were a help. He stated that the graded school of Goldsboro had sent thirty-five boys and girls off to school the last year, and that only a few of them had entered college, but the great majority had gone to preparatory schools. He suggested that the

Assembly should appoint a committee to investigate the matter and define the relations between preparatory schools and colleges, and make some report of their investigation. He moved a postponement of the discussion to the following day.

The discussion was postponed until to-morrow.

Mr. Hill wished to state in regard to the suggestion of Mr. Howell about the appointment of a committee, that at the last meeting of the College Association such a committee was appointed and is now at work. It will call to its assistance in this work representatives from all such schools and colleges, and make a report to the Assembly next June. He advised the Assembly to let the matter rest until this committee is heard from.

The ladies were requested to meet Mrs. Cotton in the parlor of the hotel at 3 o'clock P. M. for the purpose of organizing a Virginia Dare Association.

The meeting adjourned.

EVENING SESSION.

Hon. J. C. Scarborough, State Superintendent of Public Instruction, made an address to the Assembly on "Education."

Every gathering of North Carolina teachers delights to hear Mr. Scarborough speak. He is always logical, enthusiastic and conservative. His speech to-night was encouraging and inspiring to every teacher in the Assembly, and it was peculiarly interesting to the friends of education who desire to see North Carolina take the highest possible position in behalf of the education of all the people.

TENTH DAY—FRIDAY, JUNE 29, 1894.

MORNING SESSION.

The President called the meeting to order.

Devotional exercises were conducted by Rev. J. H. Clewell, of Salem.

The following resolution was offered by Mr. Britton:

WHEREAS, In common with the great mass of citizens of North Carolina, the members of the North Carolina Teachers' Assembly have heard with a deep sense of personal grief of the death of Senator Zebulon Baird Vance, the great Commoner of this State; and whereas, this Assembly rejoices to see that efforts are being made to secure funds to erect in the Capital of the State a statue to his memory, and as it desires to use its influence and give aid to this purpose; therefore be it

Resolved, That the North Carolina Teachers' Assembly do authorize the appointment of a committee of three to arrange for the formation of a Students' Vance Memorial Association in the various institutions of learning in this State, in order that the youth of North Carolina may be enabled to give organized aid to this movement, and thereby increase their love of patriotism and their admiration for one whose love of North Carolina was co-extensive with his life.

Mr. Scarborough thought the Assembly ought to pass this resolution, for Governor Vance had always been a warm friend of education. During the war he had prevented the money set apart for education from being used in any other way. After the war he had often met with Mr. Scarborough in his office and talked and advised with him concerning the interests of education in the State.

The resolution was adopted unanimously by a rising vote.

Col. Harrell said he had been requested by the President and Secretary of the Agricultural Society of North Carolina to make a statement to the Assembly. The next State Fair will be one of much interest to the teachers, for there is to be every possible exhibit in the educational line that can be collected. A day is to be set apart for the schools, and the desire is for all to be represented. Prof. E. A.

Alderman had been appointed chief director, and he desired the Assembly to appoint others to assist him in the matter.

A committee was appointed to select assistants for Prof. Alderman in arranging the programme for the Educational Day at the State Fair. It consisted of Rev. J. M. Horner, Mr. M. H. Holt and Captain C. F. Siler.

The committee on the Vance Memorial consists of Mr. E. E. Britton, Mr. Logan D. Howell and Colonel E. G. Harrell.

The next business in order was the annual election of officers of the Assembly.

The officers to be elected were President, First Vice-President, and Secretary and Treasurer.

Nominations for President being in order, Mr. Latham nominated Mr. E. E. Britton, and Prof. Holt nominated Captain C. B. Denson.

By request of Mr. Britton his name was withdrawn.

On motion, the Secretary was instructed to cast the vote of the Assembly for Captain Denson, and he was declared unanimously elected the President of the Teachers' Assembly for the ensuing term.

Captain Denson thanked the Assembly for the honor shown him. He said that he had never been absent from the Assembly since its organization, except when upon a bed of sickness. He believed the time had come for the Assembly to assert itself and prove that it had come to stay. He asked the members of the Assembly to advise and suggest and co-operate with him in seeking the still greater success of the Assembly.

Mr. Scarborough placed in nomination for First Vice-President Mr. W. H. Ragsdale, County Superintendent of Pitt.

Captain Siler nominated Mr. E. E. Britton.

Mr. Britton again withdrew his name, and placed in nomination Prof. J. Y. Joyner, of Greensboro.

By request, the name of Mr. Ragsdale was withdrawn in favor of Mr. Joyner.

The Secretary was instructed to cast the vote of the Assembly for Mr. Joyner, and he was declared unanimously elected First Vice-President of the Assembly for the ensuing term.

Miss Hattie Nixon placed Colonel E. G. Harrell in nomination for Secretary and Treasurer, and there being no other nomination the President was instructed to cast the vote of the Assembly for Colonel Harrell, and he was declared unanimously elected Secretary and Treasurer of the Assembly for the ensuing term, which position he has filled since the organization of the Assembly in 1884.

The next thing in order being the appointment of the eight Vice-Presidents, the President appointed a committee for this purpose, consisting of Mr. W. H. Ragsdale, Hon. J. C. Scarborough and Captain C. F. Siler.

Pending the report of the committee, the discussion in regard to "Relation of Preparatory Schools to Colleges," which had been postponed from the previous day, was continued.

Mr. Holt arose to make a few explanations concerning his address of yesterday. He said that secondary schools are friendly to city graded schools, for they often have representatives from them. He thought that a secondary school, situated in the same town as a city graded school, might have some trouble, because the secondary school gives so much attention to the individual, while the graded school must deal with the children as a company and not as individuals. He wished to speak of the apparent difference between himself and Dr. Shearer the day before. The Doctor had written him a letter of some length in which he explained the kind of preparatory work he was doing. He did not use the word "preparatory" but the word "supplementary." The trouble had been caused

by the use of different words. He thought the matter of preparatory classes in the colleges of more injury to the college than to the preparatory school. It lowers the general condition of the college. It is of concern to the boys who enter. The boy who enters the preparatory department loses something in self-respect. He feels that he is hardly a part of the college life. He can take no part in the college elections and cannot join the literary societies. And if the student has to look forward to a five or six years course in the same place he is apt to become discouraged. He had an idea that the preparatory classes receive less attention in college than the higher classes, because in college they must be considered as secondary. In secondary schools this course is looked upon as of primary importance.

Dr. Shearer said that it came out very promptly at the educational convention of the college men that the preparation given in secondary schools and public graded schools was sadly deficient, especially in English. Then the complaint came about the mathematics. A committee was appointed for conference with the secondary schools with a view to secure a better preparation in English for those that come from these schools to the colleges. If there were no colleges there would be no preparatory schools, and if there were no preparatory schools the college would have to do the work of both. It will be a long time before we can work the colleges up to the point where no preparatory department is needed.

Captain Denson wished to make some remarks as to the matter of English to which Dr. Shearer had referred. In his school spelling is taught, using the lower book of Reed and Kellogg and the higher, and then Clark's Rhetoric and some literature. Then the student is ready for the entrance examination in some college. He said that in the Agricultural and Mechanical College there are little boys taken from his school only twelve years old, not having completed

the first book in Kellogg's English Grammar. They do not understand fractions, and their spelling is fearful to look upon. He wanted to know why such boys are taken into the school, when every available place can be filled with those prepared to enter. As to working in accord with graded schools, he and Mr. Moses had always worked with perfect harmony.

Mr. Scarborough thought students ought to remain in the preparatory schools as long as possible, and certainly until it is developed whether they ought to go to college or not, for he did not think it best for every boy to go to college. Some boys cannot take a college education, and they ought to be educated in the line in which they show most talent.

The committee appointed to select the Vice-Presidents then made its report as follows, which was adopted:

1. J. Y. Joyner, Greensboro.
2. W. H. Ragsdale, Greenville.
3. Rev. J. H. Horner, Oxford.
4. Dr. L. W. Crawford, Trinity College.
5. W. J. Ferrall, Wake Forest.
6. Miss H. Nixon, Winfall.
7. Miss Eliza Pool, Raleigh.
8. Rev. Jas. Atkins, Jr., Asheville.
9. A. T. Atkinson, Goldsboro.

Mr. Howell was nominated in the report as ninth Vice-President, but withdrew his name in favor of Mr. Atkinson.

The Committee on Programme for Educational Day at the State Fair appointed the following persons to assist Prof. Alderman: Prof. W. L. Poteat, Wake Forest College; Dr. H. L. Smith, of Davidson College; Prof. D. H. Hill, of the Agricultural and Mechanical College; Dr. L. W. Crawford, of Trinity College; Dr. Charles D. McIver, of the Normal and Industrial School; President W. W. Staley, of Elon College; President L. L. Hobbs, of Guilford College.

The report was adopted.
Adjourned until to-night.

EVENING SESSION.

LITERARY AND MUSICAL ENTERTAINMENT BY THE ASSEMBLY.

This is the last meeting during this session of the Assembly. The continued attendance of teachers has been longer and more regular than ever before, and a house packed to overflowing is to enjoy the entertainment this evening.

PROGRAMME.

Piano Duet, Miss Sophie Martin, Edenton.
Recitation, Miss Emma Lee Wells, Wilson.
Vocal Solo, Miss May Southerland, Wilmington.
Piano Solo, Miss Lula Ives, New Bern.
Vocal Solo, Miss Sue Borden, Goldsboro.
Violin Solo, Mr. Johnston, of Chicago.
Recitation, Miss Nettie Baldwin, Winston.
Piano Solo, Miss Carrie Hobgood, Oxford.
Vocal Solo, Miss Mamie Robbins, Raleigh.
Recitation, Miss Bayard Morgan, New Bern.
Vocal Solo, Miss Jennie Watson, New Bern.

The President then announced that the regular work of the Eleventh Session of the North Carolina Teachers' Assembly was now ended, and the association stood adjourned until June, 1895.

The attendance has been most gratifying, comprising about eighteen hundred persons, of whom five hundred and fifty were actual teachers and school officers. The work of the session has been of a high order of excellence, and perfect harmony has prevailed throughout the meeting.

EDITORIAL.

“Carolina! Carolina! Heaven’s blessings attend her,
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.”

WHAT THE ASSEMBLY HAS DONE FOR NORTH CAROLINA.

EVERY MAN who has had conferred upon him the proudest and highest educational honor in North Carolina by being chosen President of the Teachers’ Assembly, ought to be present at every session as long as he lives, unless physically disabled. This is a natural duty he owes to the body that has so highly honored him.

THERE WERE in attendance upon the Assembly teachers from eighty-one of the ninety-six counties in the State. The representation from beyond the Blue Ridge was unusually large, and many of the teachers had never before seen the great restless Atlantic Ocean, and it was very gratifying to note the pleasure enjoyed by them on their first visit to the seaside.

THE SECRETARY has received two cordial invitations for the Assembly to hold its next session in the mountains. These propositions will be carefully considered by the Executive Committee at its regular meeting in December, and one of the invitations may be accepted for the session of 1895, as there seems to be a desire on the part of the eastern teachers to visit the charming mountain section of our State.

THIS NUMBER OF THE TEACHER completes the eleventh volume, and its issue has been delayed in order that it should give to our readers full proceedings of the splendid session of the Teachers' Assembly held at Morehead City in June. The manuscript of the proceedings is the excellent work of Miss Rachel Brown, of New Bern, the Assembly stenographer for this session. We know that teachers will enjoy the unusually fine speeches made at the Assembly, and there is much that is exceedingly valuable in them.

THE ASSEMBLY has chosen wisely and well its president for the ensuing year. Captain C. B. Denson, Associate Principal of Raleigh Male Academy, is one of the best educators of the State, and as a polished and eloquent orator and conscientious Christian gentleman he has few equals. He has been one of the Assembly's strongest friends and promoters even from the day of its conception, and he will have the heartiest support and co-operation of all the people of our State in his administration of the affairs of the Assembly.

EVERY SPEAKER and singer at the Assembly was delighted with the perfect acoustics of the Assembly Hall, and many times was this excellent feature of the auditorium commented upon. It is acknowledged that it is the best hall in the State in which to sing or speak. Every word that is spoken on the rostrum, even in a low tone of voice, can be distinctly heard in the most remote part of the room. There is no echo or vibration of sound whatever, and every note or tone of the voice or musical instrument is absolutely perfect.

THE ASSEMBLY TEACHERS' BUREAU did much good work during the session. Many teachers were enabled to obtain through its influence positions for the fall term, and a number of principals and school committees were supplied with teachers. Special attention is given to this part of

the Assembly work, as it is intended that the Teachers' Bureau shall render every possible assistance in securing positions for our teachers and teachers for our schools. There is no charge whatever to a teacher for any service rendered by the Bureau.

ONE OF THE most notable and pleasant features of this session of the Assembly was the close observance by most speakers of the time limit of speeches which had been fixed by the Executive Committee. The rule is twenty minutes for leading papers or speeches and ten minutes for discussion, and most papers of the session did not exceed this limit. The North Carolina Teachers' Assembly is to be congratulated in doing what no other educational organization has been able to do—give a reasonable time for speeches and see that they come within this limit. It has always been the custom of the Assembly to allow an extra ten minutes to extemporaneous speakers. Evening lectures are limited to forty minutes.

IN MANY respects the eleventh annual session of the Teachers' Assembly, held at Morehead City in June, was the best in its history. The attendance was the largest within the past four years, and it represented the very best class of our teachers and citizens, reaching near two thousand persons, including five hundred and sixty-five actual teachers and school officers. It was very common to hear the remarks, "I have never enjoyed the Assembly so much in my life as at this session," and "Isn't this a splendid class of people at the Assembly this year!" Every college in the State was represented except one, and that one had present about twenty of its students. Among the teachers were several hundred young women who are just beginning their school work, and it was specially gratifying to note their enjoyment of the meeting and to be assured by them of the encouragement they had received by the work of the Assembly.

THE NORTH CAROLINA TEACHERS' ASSEMBLY was organized just ten years ago and began its work in building up the cause of education in our State. During this time all eyes have been turned to this State to watch the results of the work of this great organized effort of the teachers and friends of education, and the grand success of the work was announced by Hon. Hoke Smith, Secretary of the Interior, at Greensboro on June 7th, when he said: "North Carolina has surpassed every other Southern State in the past ten years in educational progress, and if she advances in the same proportion for the next ten years she will surpass every State in the Union." We have been proclaiming this fact to our readers for a long time, even while North Carolina was being discredibly compared with other States by some of our school officials. It is hard for us to fully realize and appreciate the value and power of the Teachers' Assembly in developing and strengthening every department of our educational system.

IN PREPARING the programme of the Assembly this session the name of no speaker was published until he had signified by letter that he accepted the invitation and would be present at the appointed time. Yet, in spite of these assurances some speakers were absent, and it really seems to be the fate of all educational meetings that some speakers consider their whole duty performed when they have accepted an honored invitation to speak to a great assemblage, even though they never answer to the roll-call. We note that in the meetings of the National Educational Association there are absent each year one-fourth the speakers whose names are on the programme. Of course, serious sickness of self or in the family is always a satisfactory cause of absence, but otherwise every reasonable effort should be made by speakers who accept places on an educational programme to fill their engagements with the association just as faithfully as they would regard a contract in any other matter.

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At a regular meeting of the State Board of Education, held in Raleigh, on the first Tuesday in April, 1893, the following new text-books were unanimously adopted for use in all the public schools of the State:

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